



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

**TEACHER EDUCATION PROGRAM ANNUAL REPORT DATA OF 2018  
GRADUATES FOR YEAR 2017**

**Dr. Javier Martínez**  
**Chancellor IAUPR Fajardo Campus**

**Prof Lorell Rivera**  
**Director Department of Education and Social Sciences**

**Dr. Migdalia Cardona**  
**CAEP Coordinator**

*Approved by Faculty of the Teacher Education Program on  
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## ***FAJARDO TEP DATA FOR THE FAJARDO TEACHER EDUCATION ANNUAL REPORT 2018***

The Fajardo TEP is presenting the Annual Report data for the year 2017, reporting it in 2018. As of 2017, we have 120 active Undergraduate students and 40 students for the Advance Programs for the year 2016-17.

### ***GENERAL INFORMATION ABOUT THE TEACHER EDUCATION PROGRAM (TEP)***

#### **Curriculum Framework**

In July 2014, the IAUPR TEP was revised and established its theoretical and methodological frame. It is presented as follows (Inter American University of Puerto Rico, IAUPR, 2017, pp. 168-171):

“The Teacher Education Program (TEP) of Inter American University of Puerto Rico (IAUPR) constitutes an answer to the needs and aspirations of a society in constant change and to the requirements of the Certification of Teachers Regulations of the Puerto Rico Department of Education. For this, it takes as its basis the Vision, the Mission and the Goals of IAUPR, the University’s conception of an educated person, the Professional Standards of Teachers adopted by the Puerto Rico Department of Education, and the “Standards of Accreditation” of the Council for the Accreditation of Educator Preparation (CAEP)”.

#### **Theoretical and Methodological Frame of the TEP**

The Teacher Education Program has a psycho philosophical foundation of a behaviorist, constructivist and humanist character. This approach can be considered as an eclectic conceptual model, which allows the Program to integrate, in an organized way, principles of the three theoretical frames in its curricular designs and in its pedagogical practice leading to the formation of the future teacher. This frame of theoretical and methodological reference will serve as a guide of the TEP for decision making and actions related to its development and its

curricular revision and assessment processes, in harmony with the highest standards of quality and educational excellence.

It could be indicated, that although the TEP is based on an eclectic conceptual paradigm, it gives more emphasis to the constructivist and humanist theoretical perspectives. Under the constructivist perspective the aspiring teacher is considered as an active and totally reflective person in his professional formation process. On the other hand, the humanist approach orients the educational process of the future teacher towards his integral development as a being human, in such a way, that he contributes his competencies of knowledge, skills, attitudes and values to improve the quality of life of his students and society.

It is important to mention that during the last half of the last century, and during the part of the current century that has past, education in Puerto Rico has been framed, generally, in two learning theories: the behavioral theory and the cognitive theory. In the last decades the idea of a constructivist approach in learning and in the curriculum has acquired particular interest among educators. The psychological frame of constructivism is delimited by cognitive theories of learning, and within the curriculum of the TEP, it is founded on a humanist basis of education. From the perspective of the philosophy and psychology of education, constructivism presents a coherent explanation of how a person learns by means of an active process of construction of knowledge through significant experiences, whereas the humanist vision in the curriculum promotes the professional and social commitment of the future teacher to attend to the educational needs and interests of the diverse student populations, with sensitivity. This implies that all teacher education programs must provide a wide variety of educational experiences for the academic formation of the aspiring teachers, directed toward the maximum development of a pedagogical culture. These practical and formative educational experiences will permit the future teacher to establish a connection between the theoretical knowledge and the pedagogical practice, in a pertinent context of human formation.

To give direction to its vision, mission and declaration of goals statements, the TEP uses the Puerto Rico Professional Standards. These standards delineate the professional characteristics that the teacher in Puerto Rico must have to achieve that the students develop, in an integral way,

their capacities and potentialities to the maximum in all dimensions as human beings, within a context of a culture of peace and acceptance of diversity. In addition, these standards establish the indicators of the qualities that the teachers must have to facilitate their students' learning of knowledge, skills and attitudes. It is important to indicate that the standards also serve the teacher as parameters to reflect on their continuous professional development and how this continuous professional development must be in harmony with the learning needs of his students. The TEP has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an effective means to improve its quality of life.

### **Vision of the TEP**

The Program aspires to develop a series of integrated educational experiences, focused on the professional formation of a teacher of excellence. That is to say, that the teacher will contribute to the educational scenario with his professional competencies of knowledge, skills and attitudes necessary to promote changes and answers adapted to the educational environment. Primarily, the Program aims to prepare a teacher, who is knowledgeable of the problems of education in Puerto Rico and in other countries, in such a way that he will be able to collaborate in the process of constructive changes that will improve his quality of life and that of others.

### **Mission of the TEP**

The Program is directed to the formation of teachers within a curriculum that provides an accumulation of articulated experiences which, at the same time, provides space for the construction of the pedagogical knowledge and content that will develop the future teacher. These experiences will be characterized by continuous reflection, practice in real scenarios, research, collaboration, relevance of the contents, pedagogical modeling and the search and use of means that will provide solutions to the typical problems of the teaching- learning processes in different contexts. In this curriculum the components of the general education, core and major courses will be integrated.

## **Goals of the TEP**

In harmony with the vision and the mission for the TEP, the following goals, in coherence with the profile of competencies of graduates of the Program, are established:

1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical and humanist culture.
2. Promote research, the management of information and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system.
3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.
4. Promote the solution of problem related to the educational environment within the frame of ethical, legal and social responsibility that regulates the profession.
5. Develop educational leaders committed to their professional development as a means to promote a better pedagogical practice and, therefore, a better quality of life within the context of a culture of peace.

## **General Objectives of the TEP**

The Program aims to achieve the following general objectives:

1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.
2. Use research, the sources of information and technological advances on which to base the development of educational innovations.
3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.

4. Apply the ethical, legal and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.
5. Show commitment to the continuous improvement of the required professional competencies in the field of education.

### **Profile of the Competencies of Graduates of the TEP**

This Program is designed to develop the general competencies, tied to the core courses that will permit students to:

#### ***Knowledge***

To know and understand:

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.
2. The processes of construction of cognitive, affective and psychomotor learning through the different stages of human development.
3. The importance of the creation of a harmonious physical and social environment that is adjusted to the diversity of the social groups and to the individual needs and interests of the students.
4. The laws, regulations and procedures of the educational system, as well as the ethical, legal and social implications of their professional performance.
5. The implications and importance of the integration of parents and other sectors of society in the educational task of the school community.

#### ***Skills***

1. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education.
2. Plan student learning by integrating educational strategies with a scientific base into instructional design.

3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject matter they teach.
4. Apply the complementary processes of evaluation, assessment and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning.
5. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.
6. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.
7. Use a variety of educational and technological resources to facilitate learning in diverse student populations.
8. Use communication skills in an effective way to develop in the students the understanding of how they learn.

### *Attitudes*

1. Show respect and tolerance to individual and cultural differences of students in the educational scenario.
2. Show a positive and binding attitude between professional development and the academic needs of the students.
3. Show a critical and creative attitude towards the management of information available in different sources related to the teaching discipline and to the field of education.
4. Assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students.

The University offers Academic Programs for the Bachelor of Arts degree in Early Childhood Education: Preschool Level, Elementary Level (K-3), Elementary Level (4-6), Special Education, Secondary Biology and English Elementary Level. These programs meet the Puerto Rico Department of Education requirements for teacher certification Students who have had previous satisfactory teaching experience may be

exempt from the teaching internship if they request it. This exemption will be subject to the following conditions:

- a. The student has been teaching full time for two academic years within the last four years, in a school accredited by the Puerto Rico Department of Education. Has taught in accredited private schools, Head Start Centers, or in the accredited school system of the United States. A written certification issued by the Office of Teacher Certification of the Department of Education is required.
- b. The student pays 50% of the registration cost of the courses Experiences in Educational Environment I and II for the final validation of the credits.
- c. The experience to be credited by the University corresponds to the requirements for the degree that the student hopes to obtain from the Institution. Public as well as private schools serve as daytime laboratories for the students to acquire experience in the area of teaching and learning.

The TEP's curriculum consists of the following components:

1. General Education – The General Education Program emphasizes the development of a personal and social conscience, the refinement of communication skills, quantitative and philosophical thought; the use of technology as a means of access to information; the cultivation of ethical and esthetical sensitivity; the knowledge of faith principles and Christian practice. This Program, which offers a comprehensive education of human knowledge, is structured on the following categories: Basic Skills; Philosophic and Esthetic Thought; Christian Thought; Historic and Social Context; Scientific and Technological Context; and Health, Physical Education and Recreation.
2. Core/ Professional courses – This component includes the education courses that offer professional knowledge to the teacher candidate. Its areas are: Fundamental Knowledge, Methodology, and Field and Clinical Experiences. Another two courses were added titled EDUC 4551 Integration of Basic Knowledge and Communication Skills and EDUC 4552 Integration of Professional Skills. Students must pass these courses, they are requirements to obtain the authorization to take the Teacher



Certification Standardized Tests known as “Pruebas para la Certificación de Maestros de Puerto Rico” (PCMAS, their Spanish acronym). Course HIST 3010 (Historical Process of the United States of America) has been included, because it is required by the Department of Education of Puerto Rico, DEPR, for teacher certification (DEPR, 2012).

3. Major-Concentration courses – The major courses include those courses oriented towards specific subject-matter and pedagogical knowledge for the teacher candidate.
4. Prescriptive Distributives – Courses related to the subject-matter from which students can select six credits in Music Education (General-Vocal or Instrumental).
5. Electives courses – Electives refer to free courses that the teacher candidate can take according to his/her interests and needs.

The TEP four major clusters are Foundations of Education, Classroom Research and Technology, Teaching and Learning, and Field Experiences and majors; thus, providing the subject knowledge, and the teaching dispositions inherited in the conceptual framework (Darling-Hammond, 2000; Dewey, 1983; Shon, 1983).

### ***Program Options***

The Teacher Education Program (TEP) offers a Bachelor of Arts degree. Its majors are: Preschool Level Education; Early Childhood Education (levels K-3rd and 4th-6th); Secondary Education (Biology), Special Education; Elementary English Level. 1 These options or majors meet the requirements for teacher certification granted by the Department of Education of Puerto Rico (DEPR, 2012). The Advanced-Level EPPs consist of 3 active program options or specialties (majors) administered by the TEP. The program options of TEP and Advanced-Level Programs of the EPPs at the Fajardo Campus are in Table 1 and Table 4.

Majors, components and total credits in active majors of the TEP in Fajardo Campus are presented in the following table.

**Table 1*****TEP Majors, Components and Total of Credits offered at Fajardo Campus***

<b>Majors</b>	<b>Code</b>	<b>Components</b>					<b>Total of Credits</b>
		<b>Gen. Educ.</b>	<b>Core/ Professional</b>	<b>Major</b>	<b>Electives</b>		
B.A. Early Childhood: Pre-school Level	243	54	41	28	3	126	
B.A. Early Childhood: Elementary Level (K-3)	236	54	41	29	3	127	
B.A. Early Childhood: Elementary Level (4-6)	237	54	41	30	3	128	
B.A. Secondary Education in Biology	174	51	41	48	3	143	
B.A. Special Education	136	54	37	27	3	121	
B.A. Teaching English as a Second Language at the Elementary Level	206	51	39	28	3	121	

The following tables presents the total of Active and Completers students for our UG Program and Advance programs at the TEP in the Fajardo Campus.

**Table 2**

*Inter American University of Puerto Rico, Number of Active and Completers of the Fajardo  
TEP Fajardo Campus, Academic Year 2015-16 And 2016-17*

Specialty	2015-2016				2016-2017			
	Active Students		Graduate Students		Active Students		Graduate Students	
	F	M	F	M	F	M	F	M
Special Education Level (136)	11	1	0	0	18	1	1	0
Secondary Spanish Level (145)*	0	0	1	0	0	0	0	0
Secondary English Level (147)*	2	0	0	0	0	0	0	0
Secondary Biology Level (174)	3	5	1	0	5	4	0	0
Secondary Social Studies Level (177)*	0	0	0	0	0	0	0	0
English Elementary Level (206)	19	9	2	0	22	11	3	4
Elementary K-3th Level (236)	24	3	0	0	27	1	2	0
Elementary 4 <sup>th</sup> to 6 <sup>th</sup> Level (237)	6	2	1	0	4	2	0	0
Early Childhood Pre-School Level (243)	19	0	1	0	25	2	0	0
<b>Total</b>	<b>84</b>	<b>20</b>	<b>6</b>	<b>0</b>	<b>101</b>	<b>21</b>	<b>6</b>	<b>4</b>

Data obtained from the Institutional Director of Graduate and Retention, Vice Presidency of Academic Affairs, Systemic Students and Planning Office, UIPR System

The Fajardo TEP wanted to compare the enrollment and Completers trend for the past four years and the results were that we have been observing a decrease in the number of active students in our program. We understand that this decrease can be justified for some reasons such as: Number of families migrating to the United States for better job opportunities, the new State standards for teachers that has increased in terms of GPA rates for graduation and for the TEP admission rates and progress norms at the universities and the closing of schools in Puerto Rico due to decrease in the number of students at the schools (Table 3).

**Table 3**

*Number of Fajardo TEP Actives and Graduates Students of the Fajardo TEP, years 2013 to 2017*

Specialty	2013-2014		2014-2015		2015-2016		2016-2017									
	Active Students	Graduate Students	Active Students	Graduate Students	Active Students	Graduate Students	Active Students	Graduate Students								
	F	M	F	M	F	M	F	M								
BA Special Educ (136)	21	3	3	1	16	1	6	0	11	1	0	0	18	1	1	0
BA Second Educ Spanish (145)*	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0
BA Second English (147)*	2	2	0	1	3	1	1	0	2	0	0	0	0	0	0	0

BA Second Biology (174)	5	2	2	0	5	5	0	0	3	5	1	0	5	4	0	0
BA-Second S. Stud (177)*	2	1	2	1	0	2	0	0	0	0	0	0	0	0	0	0
BA English Elem Educ (206)	19	7	3	1	14	7	1	0	19	9	2	0	22	11	3	4
BA Elem Educ K-3 (236)	32	1	5	0	32	1	2	0	24	3	0	0	27	1	2	0
BA Elem Educ 4-6 (237)	7	2	2	0	13	4	0	0	6	2	1	0	4	2	0	0
BA Early Child hood pre-school (243)	27	0	4	0	20	0	3	0	19	0	1	0	25	2	0	0
<b>Total</b>	<b>116</b>	<b>19</b>	<b>21</b>	<b>4</b>	<b>103</b>	<b>21</b>	<b>13</b>	<b>0</b>	<b>84</b>	<b>20</b>	<b>6</b>	<b>0</b>	<b>101</b>	<b>21</b>	<b>6</b>	<b>4</b>

Programs were placed in moratorium. \*\* The Fajardo Campus did not include these two students by error and this data that was already reported in the annual report 2015

In relation to the Advance Education Programs offered at the Fajardo TEP, the Campus offers only three Specialties and the Campus is trying to increase the number of candidates for each Programs. The following table presents the Number of actives and completers for the Advance Education Programs.

**Table 4**

*Inter-American University of Puerto Rico, Number of Active and Graduate Advance Education Students Fajardo Campus, Academic Year 2015-16 And 2016-17*

	2015-2016				2016-2017			
	Active Students		Graduate Students		Active Students		Graduate Students	
	F	M	F	M	F	M	F	M
<b>Master Degrees</b>								
MA LIDERAZGO EDUCATIVO	8	3	4	1	11	4	2	1
MED EDUCACION ELEMENTAL	8	1	4	1	10	1	2	0
MA EDUCACION ESPECIAL	17	0	5	1	13	1	8	0
<b>Total</b>	<b>33</b>	<b>4</b>	<b>13</b>	<b>3</b>	<b>34</b>	<b>6</b>	<b>12</b>	<b>1</b>

Data obtained from the Institutional Director of Graduate and Retention, Vice Presidency of Academic Affairs, Systemic Students and Planning Office, UIPR System

## **SECTION 4: Display of Annual Reporting Measures**

### **Reporting Measures**

The annual reporting measures included are those required in the Section 4 of *2018 EPP Annual Report* at <http://aims.caepnet.org/ARS/Page032017.asp?IID=1269&YID=25&RID=18266>

### **Annual Reporting Measures (CAEP Component 5.4 | A.5.4)**

<b>Impact Measures (CAEP Standard 4)</b>	<b>Outcome Measures</b>
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3   A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4   A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

### **COMPONENT 4.1**

The Fajardo Campus cannot report any data regarding the Impact of the Completer in K-12 Learning for the year 2017. For January to May 2017, the TEP identified Eileen López, a TEP completer in 2015, however in April 2016, Eileen got sick and obtained a sick leave until May 2017, and therefore our research for this semester could not be finished. On the other hand, from August to December 2017, we underwent through two (2) Hurricanes in September 2017, and classes in the public system resumed in November 2017. The limitations regarding using completers without a collaborative agreement with the state is that this participation from the completer is voluntary and in some cases our completers find this participation as more work to be done, besides the work they already have in their classes. The TEP will start the investigation in 2018 as soon as the situation in the school normalizes.

**COMPONENT 4.2:**

**Data from Graduates from Fajardo Campus Administration**

***Graduates Questionnaire: Results of the IE-13 Graduates Questionnaire Year 2017***

**Table 5**

***Frequency and Percent of Age Range of 2017 Fajardo TEP graduates who answered the questionnaire.***

<b>Age Range</b>	<b>Frequencies</b>	<b>Percent</b>
19 - 24	4	80
25 - 34	1	20
<b>Total</b>	<b>5</b>	<b>100</b>

**Table 6**

***Frequency and Percent of Gender of 2017 Fajardo TEP graduates who answered the questionnaire***

<b>Gender</b>	<b>Frequencies</b>	<b>Percent</b>
Feminine	3	60
Masculine	2	40
<b>Total</b>	<b>5</b>	<b>100</b>

**Table 7**

***Frequency Percent of Marital Status 2017 for Fajardo TEP graduates who answered the questionnaire***

<b>Status</b>	<b>Frequency</b>	<b>Percent</b>
Single	5	100
<b>Total</b>		



**Table 8**

*Frequency and Percent of High School Type for 2017 Fajardo TEP graduates who answered the questionnaire*

Type High School	Frequency	Percent
Public	5	100
<b>Total</b>	<b>5</b>	<b>100</b>

**Table 9**

*Frequency and Percent of High School GPA for year 2017 of Fajardo TEP graduates who answered the questionnaire*

High School GPA	Frequency	Percent
2.50 - 3.00	1	33.3
3.01 - 3.49	2	66.7
Total	3	100
Missing	2	
<b>Total</b>	<b>5</b>	

**Table 10**

*Frequency and Percent of Academic Load for 2017 Fajardo TEP graduates who answered the questionnaire*

Academic Load	Frequency	Percent
Full Time	4	80
¾ of the time	1	20
<b>Total</b>	<b>6</b>	

The Fajardo TEP segregated the data per specialty to verify which academic program graduates perceives mastery of their professional competencies. The following tables will present these data segregated by Program.

**Table 11**

*Total Mean, Minimum, Maximum and SD of 206 -Elementary English Level Year 2017 Fajardo TEP Graduate Who Answered the Questionnaire regarding Mastery of Their Professional Competencies*

Professional Competencies 206		N	Minimum	Maximum	Mean	SD
1.	Mastery of Theoretical and practical Content (CAEP 4.2)	4	2.50	3.00	2.88	.2500
2.	Pedagogical Knowledge and Skills: Planning, Instruction, Assessment (CAEP 4.2)	4	2.80	3.00	2.95	.1000
3.	Use of Technology	4	2.33	3.00.	2.83	.3333
4	Classroom Management		2.33	3.00.	2.83	.3333
5.	Disposition and Commitment with Profession and Students	4	2.50	3.00	2.88	.2500
6.	Diversity	4	3.00	3.00	3.00	-
7.	Competencies in Reflective Thinking and investigation Skills	4	2.67	3.00	2.92	.1667

**Table 12**

***Total Mean, Minimum, Maximum and SD of 236- Elementary K-3, level of 2017 Fajardo TEP Graduate Who Completed the Questionnaire***

<b>Professional Competencies 236</b>		<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
1.	Mastery of Theoretical and practical Content(CAEP 4.2)	1	3.00	3.00	3.00	
2.	Pedagogical Knowledge and Skills: Planning, Instruction, Assessment (CAEP 4.2)	1	2.80	2.80	2.80	
3.	Use of Technology	1	3.00	3.00	3.00	
4.	Classroom Management	1	3.00	3.00	3.00	
5.	Disposition and Commitment with Profession and Students	1	2.75	2.75	2.75	
6.	Diversity	1	3.00	3.00	3.00	
7.	Competencies in Reflective Thinking and investigation Skills	1	3.00	3.00	3.00	

***Reliability Performed***

The Fajardo TEP performed an Alpha Cronbach's of the questionnaire and obtained .965

Alpha meaning excellent measure of internal consistency.

<b>Alpha Cronbach</b>	<b>Estimated Alpha Cronbach</b>	<b>N</b>
.965 Excellent	.967	11

Tavakol and Dennick. (2011)-Excellent

The following Table will present the summary of the Means and SD of 2013-14 and 2014-2015 graduate's perceptions of their mastery of the Professional Competencies measured in the questionnaire.

**Table 13**

*Summary of Mean and SD of Fajardo TEP Graduates years 2017who answered the IE-13*

Graduate Questionnaire Competencies	Elementary English Level 206			Elementary K-3 Level 236		
	N	Mean	SD	N	Mean	SD
Mastery of theoretical and Practical Content (CAEP 4.2)	4	2.88	.2500	1	3.00	-
Pedagogical Knowledge and Skills: Planning Inst. and Practice (CAEP 4.2)	4	2.95	.1000	1	2.80	-
Use of Technology	4	2.83	.3333	1	3.00	-
Classroom management	4	2.83	.3333	1	3.00	-
Disposition and Commitment with Profession & Students	4	2.88	.2500	1	2.75	-
Diversity	4	3.00	-	1	3.00	-
Competencies in Reflective Thinking & Skills	4	2.92	.1667	1	3.00	-

Regarding the 206, Elementary English Level graduates, results from the mastery of the professional competencies in year 2017 were that perceived they master the seven (7) professional competencies according to the mastery mean of 2.0 or above for Fajardo TEP. (Mean between 2.83 to 3.00, SD .0000 to .3333). Regarding trends observed, this result of mastery is similar to the 206 (English Elementary Level perception from 2016 graduates were four (4) graduates also perceive mastery the seven (7) professional competencies. (Mean between 2.66 to 3.00, SD .0000 to .4714).

For the year 2017, also the 236-K-3th Elementary Level candidate (1) perceived mastery of the seven professional competencies (mean between 2.75 to 3.00). We had a 2016, administration with the revised instrument for comparison, and the results were similar in terms of perception of mastery. Also, the reliability performed in this administration reflected an excellent internal consistency of the instrument for year 2017.

The TEP has learned from the Graduates Perceptions of Mastery of the Professional Competencies that they're constantly evaluating their effectiveness of mastery in the Competencies related to their professional Performance aligned to the DEPR Content and Expectations Documents. Finally, the TEP is in the process of revising the Graduate Instrument where the evaluation scale will increase to a four- point Lickert Scale and also the premises in the instruments will include actionable cognitive verbs with different levels of difficulty.

**Table 14**

***Indicator of mastery of Content in the level of Subject they will be teaching, in PCMAS questioner, year 2017***

Scale <i>Premise # 15</i>	Fajardo TEP year 2014 n  =33		Fajardo TEP year 2015 n=31		Fajardo TEP year 2016 n=24		Fajardo TEP year 2017 n=18	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%
Very Adequate	21	64	22	71	17	71	13	72
Moderately Adequate	6	18	7	23	4	17	5	28

Adequate	6	18	2	6	3	13	0	0
Less Adequate	0	0	0	0	0	0	0	0
Inadequate	0	0	0	0	0	0	0	0

\*Source College Board of Puerto Rico, PCMAS Institutional Report, pp. 17-23

**Table 15**

***Pertinent of the Preparation receive in the TEP, in PCMAS questioner, year 2017, n=18***

Scale <i>Premise # 16</i>	Fajardo TEP year 2014 n= 33		Fajardo TEP year 2015 n=31		Fajardo TEP year 2016 n= 24		Fajardo TEP year 2017 n= 18	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%
Very Adequate	19	58	20	65	15	63	12	67
Moderately Adequate	10	30	9	29	4	17	4	22
Adequate	4	12	2	6	5	21	2	11
Less Adequate	0	0	0	0	0	0	0	0
Inadequate	0	0	0	0	0	0	0	0

\*Source College Board of Puerto Rico, PCMAS Institutional Report, pp. 17-23

### COMPONENT 4.3

The Fajardo TEP administered the revised Employee Questionnaire to 10 employers. We decided to administer the questionnaire to Public schools in the Luquillo, Fajardo, Ceiba and Rio Grande. The Employer Questionnaire measures Fajardo TEP graduate's mastery in the professional competencies in the areas of:

- A. Mastery of subject matter taught: Theory and Practice (Subscale 1-4)
- B. Pedagogical Skills and Knowledge: Planning, Teaching and Assessment (Subscale 5-9)
- C. Use of Technology (Subscales 10-12)
- D. Classroom Management (Subscale 13-15)

- E. Disposition and Commitment to the Profession and its Students (Subscale 16-19)
- F. Diversity (Subscale 20 - 22)
- G. Competencies in Reflective Thinking and research

To measure these knowledge and Skills the questionnaire was also revised and utilized a 3-point scale ranging from 1– Unacceptable to 3- Very Acceptable. The TEP decided to use the mean of 2.0 or above to indicate mastery of the Professional competencies in the questionnaire, meaning that the TEP graduate masters the competencies when they can perform with minimum errors according to the DEPR performance expectative. This questionnaire was first administered in 2016 and this is the second administration of the questionnaire. However, the TEP need to revise the instrument for the year 2018, and include premises utilizing cognitive action verbs to measure the competencies and also using a four-point Likert Scale instead of the present three-point scale. Regarding the specialties that the TEP is evaluating in the schools, three (3) graduates are in the 174-Secondary Biology Specialty, two (2) graduates are in the 236, 237 and 243 Specialties and finally one (1) graduate is from the Special Education -136 Specialty.

The employers also evaluated the professional performance and quality of the preparation of our 2017 graduates as excellent (90%). Also, 100% of the employers (10) evaluated that they will employ other graduates from our Program. The instrument had a premise where the employers will evaluate how well prepared were our TEP graduates and 80% (8 employers) indicated that our TEP were Very Well prepared. The Employers also presented some recommendations for the TEP as follows:

- Offer trainings in differentiated instruction and accommodation for Special Education students.
- Integrate in the Methodology courses topics such as: Problem Based Learning (PBL) and differentiated instruction.
- Include courses related to infants and creation of educational materials related to Infants (Pre-School Level)

**Table 16**

*Frequency and Percent of Fajardo TEP graduates Specialties evaluated by the employers who answered the questionnaire for year 2017.*

<i>Specialty</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
136-Special Education Level	1	10.0	10.0	10.0
174-Secondary Biology	3	30.0	30.0	40.0
236-Elementary K-3th level	2	20.0	20.0	60.0
237-Elementary 4 <sup>th</sup> to 6 <sup>th</sup> Level	2	20.0	20.0	80.0
243 Pre-School Level	2	20.0	20.0	100.0
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>100.0</b>	

**Table 17**

*Frequency and Percent of evaluation of professional performance of Fajardo TEP graduates from the employers who answered the questionnaire for year 2017*

<b>Professional performance of graduates</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Excellent	9	90.0	90.0	90.0
Good	1	10.0	10.0	100.0
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>100.0</b>	



**Table 18**

*Frequency and Percent of evaluation of quality of professional preparation of Fajardo TEP graduates from the employers who answered the questionnaire for year 2017*

<i>Quality of professional preparation of Fajardo TEP graduates</i>	<b>Frequency</b>	<b>Percent</b>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Excellent	9	90.0	90.0	90.0
Good	1	10.0	10.0	100.0
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>100.0</b>	

**Table 19**

*Frequency and Percent of evaluation of employment possibilities of other Fajardo TEP graduates from the employers who answered the questionnaire for year 2017*

<i>Evaluation of employment possibilities for other TEP graduates with the employers who answered the questionnaire</i>	<b>Frequencies</b>	<b>Percent</b>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Yes	10	100.0	100.0	100.0
No				
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	

**Table 20**

*Frequency and Percent of evaluation of overall preparation of Fajardo TEP graduates from the employers who answered the questionnaire for year 2017*

<b>Quality of the Preparation perceived by the employers regarding professional competencies</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Very Well Prepared (CAEP 4.2)	8	80.0	80.0	80.0
Prepared Adequately (CAEP 4.2)	2	20.0	20.0	100.0
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>100.0</b>	

The following tables presents the distributions of mastery of Professional Competencies per specialty for year 2017.

**Table 21**

*Frequency, Minimum, Maximum, Means and SD of the Employers evaluation regarding Mastery of Professional Competencies related to for 136 Special Education graduate year 2017*

<b>Specialty– 136- Special Education Level</b>		<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
a.	Mastery of the Subject Being Taught: Knowledge of Theory and Practice (CAEP 4.2)	1	3.00	3.00	3.00	-

b.	Pedagogical Skills and Knowledge: Planning, Teaching and Assessment ( <b>CAEP 4.2</b> )	1	2.60	2.60	2.60	-
c.	Use of Technology	1	2.33	2.33	2.33	-
d.	Classroom Management	1	3.00	3.00	3.00	-
e.	Commitment with the Profession and its students (Caring)	1	3.00	3.00	3.00	-
f.	Diversity	1	3.00	3.00	3.00	-
g.	Reflexive Thinking Skills and Research	1	2.67	2.67	2.67	-

Employers evaluated that our Special Education Level -136 graduate (1) mastered the seven Professional Competencies (Mean between 2.33 to 3.00, SD .0000). ( Table 21 )

**Table 22**

*Frequency, Minimum, Maximum, Means and SD of the Employers evaluation regarding Mastery of Professional Competencies related to for 174- Secondary Biology Specialty, graduate year 2017*

Specialty– 174 – Secondary Biology		N	Minimum	Maximum	Mean	SD
a.	Mastery of the Subject Being Taught: Knowledge of Theory and Practice ( <b>CAEP 4.2</b> )	3	2.75	3.00	2.92	.1443
b.	Pedagogical Skills and Knowledge: Planning, Teaching and Assessment ( <b>CAEP 4.2</b> )	3	2.80	3.00	2.93	.1155

c.	Use of Technology	3	2.67	3.00	2.89	.1925
d,	Classroom Management	3	3.00	3.00	3.00	-
e.	Commitment with the Profession and its students (Caring)	3	2.75	3.00	2.92	.1443
f.	Diversity	3	2.33	3.00	2.67	.3333
g.	Reflexive Thinking Skills and Research	3	2.33	3.00	2.78	.3850

Employers evaluated that our three (3) Secondary Biology (174) graduates mastered the seven Professional Competencies (Mean between 2.67 to 3.00, SD .0000 to .3850)

**Table 23**

*Frequency, Minimum, Maximum, Means and SD of the Employers evaluation regarding Mastery of Professional Competencies related to for 236- Elementary K-3 Level Graduates year 2017*

Specialty– 236- Elementary K-3th Level		N	Minimum	Maximum	Mean	SD
a.	Mastery of the Subject Being Taught: Knowledge of Theory and Practice (CAEP 4.2)	2	2.00	3.00	2.50	.7071
b.	Pedagogical Skills and Knowledge: Planning, Teaching and Assessment (CAEP 4.2)	2	2.00	3.00	2.50	.7071

c.	Use of Technology	2	2.00	3.00	2.50	.7071
d.	Classroom Management	2	2.33	3.00	2.67	.4714
e.	Commitment with the Profession and its students (Caring)	2	3.00	3.00	3.00	-
f.	Diversity	2	2.33	3.00	2.67	.4714
g.	Reflexive Thinking Skills and Research	2	2.33	3.00	2.67	.4714

Employers evaluated that our Two (2) Elementary K-3th Level -236 graduates mastered the seven Professional Competencies (Mean between 2.67 to 3.00, SD .0000 to .7071- Table 24 )

**Table 24**

*Frequency, Minimum, Maximum, Means and SD of the Employers evaluation regarding Mastery of Professional Competencies related to for 237- Elementary 4 to 6<sup>th</sup> Level Graduates year 2017*

Specialty– 237- Elementary 4 to 6 <sup>th</sup> Level		N	Minimum	Maximum	Mean	SD
a.	Mastery of the Subject Being Taught: Knowledge of Theory and Practice (CAEP 4.2)	2	3.00	3.00	3.00	-
b.	Pedagogical Skills and Knowledge: Planning, Teaching and Assessment (CAEP 4.2)	2	3.00	3.00	3.00	-
c.	Use of Technology	2	3.00	3.00	3.00	-

d,	Classroom Management	2	3.00	3.00	3.00	-
e.	Commitment with the Profession and its students (Caring)	2	3.00	3.00	3.00	-
f.	Diversity	2	3.00	3.00	3.00	-
g.	Reflexive Thinking Skills and Research	2	3.00	3.00	3.00	-

Employers evaluated that our Two (2) Elementary 4<sup>th</sup> to 6<sup>th</sup> Level -237 graduates mastered Excellent, the seven Professional Competencies (Mean of 3.00, SD .00000 Table 25 )

**Table 25**

*Frequency, Minimum, Maximum, Means and SD of the Employers evaluation regarding Mastery of Professional Competencies related to for 243- Pre-School Level Graduates year 2017*

Specialty 243 – Pre-School Level		N	Minimum	Maximum	Mean	SD
a.	Mastery of the Subject Being Taught: Knowledge of Theory and Practice (CAEP 4.2)	2	2.25	3.00	2.63	.5003
b.	Pedagogical Skills and Knowledge: Planning, Teaching and Assessment (CAEP 4.2)	2	2.20	2.80	2.50	.4242
c.	Use of Technology	2	2.00	2.00	2.00.	-

d.	Classroom Management	2	3.00	3.00	3.00	-
e.	Commitment with the Profession and its students (Caring)	2	2.75	3.00	2.88	.1768
f.	Diversity	2	2.67	3.00	2.83	.2357
g.	Reflexive Thinking Skills and Research	2	2.33	3.00	2.73	.3063

Employers evaluated that our Two (2) Pre-School Level -243 graduates mastered the seven Professional Competencies (Mean between 2.00 to 3.00, SD .0000 to .5003-Table 26 )

**Table 26**

*Summary of the, Mean and SD of the results of the Employer’s Questionnaire (IP-12) administered years 2017 per Specialties evaluated.*

Employer Questionnaire Year 2013-15	Special Education 136			Secondary Biology 174			Elementary K-3 236			Elementary 4 <sup>th</sup> . to 6 <sup>th</sup> . 237			Pre-School Level 243		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Mastery of subject taught: Knowledge of Theory & Practice (CAEP 4.2)	1	3.00	-	3	2.92	.1443	2	2.50	.7071	2	3.00	-	2	2.63	.5303

Pedagogical Skills and Knowledge, Teaching, Assessment (CAEP 4.2)	1	3.00	-	3	2.93	.1155	2	2.50	.7071	2	3.00	-	2	2.50	.4242
Use Technology	1	3.00	-	3	2.89	.1925	2	2.50	.7071	2	3.00	-	2	2.00	-
Classroom Management	1	3.00	-	3	3.00	-	2	2.67	.4714	2	3.00	-	2	3.00	-
Commitment with the Profession & Students	1	3.00	-	3	2.91	.1443	2	3.00	-	2	3.00	-	2	2.88	.1768
Diversity	1	3.00	-	3	2.67	.3333	2	2.67	.4714	2	3.00	-	2	2.83	.2358
Reflexive Thinking and Research	1	2.67	-	3	2.78	.3450	2	2.67	.4714	2	3.00	-	2	2.50	.2357

Alpha: .935 Tavakol and Dennick. (2011)

This 2017 administration of the employer's evaluation of Mastery of the Professional Competencies are like the 2016, administration where 100% of the employers also evaluated that the graduates also mastered the seven Competencies measured in the instrument. Also, this 2017 administration, the TEP asked to identify the Specialty of the graduate, where in the 2016 administration, employers did not identify the specialty evaluated. The suggestions for programs improvement will help the TEP in revising with the Faculty that teaches the Methodology courses to include the latest trends of instruction of the DEPR such as: PBL learning, differentiated instruction and more integration of technology in the methodology courses. The TEP will share this data and suggestion to TEP faculty full time and part time. Finally, the TEP will coordinate with the Clinical Practice Coordinator and University Supervisors to include these topics in the Clinical Practice Seminars prior to candidate's placements to the schools.



### *Reliability of the Instrument Performed*

An Alpha Cronbach was performed, and we obtained an Alpha of .935, indicative of an excellent measure of internal consistency.

Alpha Cronbach	Estimated Alpha Cronbach	N
.935	.935	22

(Tavakol and Dennick, 2011)- Excellent

### **Data from the IAUPR in relation to Teacher Effectiveness in regard to the Mastery of the Professional Competencies**

**Table 27**

*Indicators of Teaching Effectiveness (Component 4.2): IAUPR's Survey to Employers (2016-2017), n=4*

Competences Pedagogical Knowledge	Alternatives	f	%
1. Knowledge of the philosophical foundations that serve as a basis for education.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>
2. Knowledge of the processes of building learning through the different stages of human development.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>
3. To integrate to the pedagogical practice the theoretical principles that base the education.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>
4. To plan the learning of the students integrating the teaching strategies with scientific base in the instructional design.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>
5. Use a variety of teaching strategies to facilitate effective learning.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>
	Excellent	4	100%

<b>Competences Pedagogical Knowledge</b>	<b>Alternatives</b>	<b>f</b>	<b>%</b>
6. Apply the assessment to determine the effectiveness of learning processes.	<b>Total</b>	<b>4</b>	<b>100%</b>
7. Apply technological advances as resources to improve pedagogical practice.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>
8. To use the computerized and educational resources existing in their discipline.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>
9. Work collaboratively in professional pedagogical practice.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>
10. Demonstrate respect and tolerance to individual and cultural differences of students in the educational setting.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>
11. Assume roles of leadership and professional responsibility in the different educational scenarios.	Excellent	4	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>

**Milestones /Employability Data from the DEPR Human Resources Office (Puerto Rico Department of Education (DEPR) for the UG Program years 2017.**

The Fajardo TEP also contacted the Human Resources Office from the DEPR in San Juan in February 2018 and this Office provided us with the following data from our 2017 UG graduates and milestones from 2017 Advance Graduates Programs. The data obtained from the Agency only provides the present information of the graduates that are working in the public sector or schools. In regard of graduates in the Advanced Programs I Education, the TEP has learned that most of the graduates are working either in public or Vocational Schools as Teachers. Seven (54%) out of thirteen Advance Education Graduates already have their DEPR Professional Licenses issued.

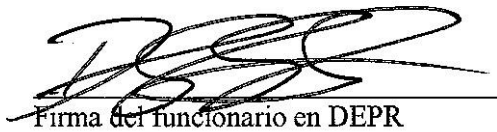
**Table 28**

**Milestones /Employability Data from the DEPR Human Resources Office (Puerto Rico Department of Education (DEPR) for the Graduate Program years 2017.**

<b>Especialidad</b>	<b>Licencias Obtenidas en el DEPR</b>	<b>Ubicación en la Escuela y el tipo de puesto DEPR</b>
Gerencia y Liderazgo 402	NO	ISIDED Cupey
Gerencia y Liderazgo 402	Vocacional Industrial Cosmetología	Carlos Escobar López, Loíza
Gerencia y Liderazgo 402	Estudios Sociales	Alfonso Casta, Maunabo
Educación Especial	Educación Especial	Luis Muñoz Marín, Fajardo
Educación Especial (329)	Educación Elemental Educación Especial 1<-12	Josefina Ferrero, Fajardo
Educación Especial 329	Educación Especial	Germán Rickehoff <b>Vieques</b>
Educación Especial (329)	Educación K-3	RS Therapy Group Canóvanas
Educación Especial (329)	Pre-escolar	Fundamento para el Desarrollo del

		Hogar Propio, Caguas
Educación Especial 329)	NO	Academia Joeleanny, Carolina
Educación Especial 329	Educación Especial K-12	Escuela Josefina Ferrero, Fajardo
<b>Especialidad</b>	<b>Licencias Obtenidas en el DEPR</b>	<b>Ubicación en la Escuela y el tipo de puesto DEPR</b>
Educación Especial 329	Educación Especial	Programa Head Start, Humacao
Educación Elemental 395	NO	Colegio Héctor Urdaneta, Ceiba
Educación Elemental (395)	Elemental 1<-3	Little World Christian Castle, Inc. Fajardo

  
Firma Registrador Fajardo

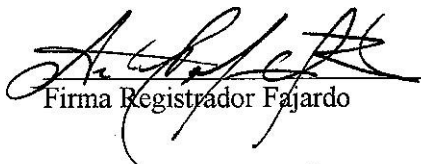
  
Firma del funcionario en DEPR



**Table 29**

**Milestones /Employability Data from the DEPR Human Resources Office (Puerto Rico Department of Education (DEPR) for the UG Program years 2017.**

<b>Especialidad</b>	<b>Licencias Obtenidas en el DEPR</b>	<b>Ubicación Escuela y el tipo de Puesto DEPR</b>
Elem. English	NO	
Elem. English	NO	
Early Childhood	Early Childhood	
Elem. English	NO	
Early Childhood	NO	
Elem. English	Elem. English	Kelly Private School
Elem. English	Elem . English	Esc. Pedro Falú, Río Grande
Elem. English	NO	
Special Education	NO	
Elem. English	NO	

  
Firma Registrador Fajardo

5 abril 2018

  
Firma del funcionario en DEPR

3 de abril de 2018



**Table 30**

*Data from IAUPR regarding Employers Satisfaction of Fajardo TEP completers Years 2017, from IAUPR Employers Satisfaction Survey 2016-17*

<b>How many employees does your organization have?</b>	6-25 Employees	1	25%
	26-29 Employees	3	75%
<b>How many graduates of the Inter-American University are found working in your organization?</b>	1-5 graduates	2	50%
	6-25 graduates	2	50%
<b>Highest degree earned</b>	Masters	4	100%
<b>How important is it to hire graduates of the program Teacher Education? (Satisfaction)</b>	Very Important	4	100%

**Table 31**

**Fajardo TEP Retention Rate Years 2008 to 2016**

<b>Programs</b>	<b>Cohort 2008</b>	<b>Program retention</b>	<b>Retention rate</b>	<b>Retention in another program of education</b>	<b>Retention rate in another program of education</b>	<b>Persistency of the Program</b>	<b>%</b>
BA in Special Education (136)	3	2	67%	1	33%	3	100%
BA in Sec. Educ: Teaching of Biology (174)	1	1	100%	0	0%	1	100%

BA in Elementary Educ: Teach English as Second Language (206)	1	1	100%	0	0%	1	100%
BA in Teach Elementary Primary Level K-3 (236)	2	1	50%	0	0%	1	50%
BA in Teach Elementary Primary Level K-3 (237)	1	1	100%	0	0%	1	100%
BA in Early Childhood: Pre- School Level (243)	4	3	75%	1	25%	4	100%
<b>Programs</b>	<b>Cohort 2009</b>	<b>Program retention</b>	<b>Retention rate</b>	<b>Retention in another program of education</b>	<b>Retention rate in another program of education</b>	<b>Persistency of the Program</b>	<b>%</b>
BA in Special Education (136)	6	1	17%	1	17%	2	33%
BA in Sec. Educ: Teaching of Biology (174)	2	2	100%	0	0%	2	100%
BA in Elementary Educ: Teach English as Second Language (206)	2	0	0%	0	0%	0	0%
BA in Teach Elementary Primary Level K-3 (236)	8	6	75%	0	0%	6	75%
BA in Teach Elementary Primary Level K-3 (237)	4	1	25%	1	25%	2	50%
BA in Early Childhood: Pre- School Level (243)	6	0	0%	2	33%	2	33%

<b>Programs</b>	<b>Cohort 2010</b>	<b>Program retention</b>	<b>Retention rate</b>	<b>Retention in another program of education</b>	<b>Retention rate in another program of education</b>	<b>Persistency of the Program</b>	<b>%</b>
BA in Special Education (136)	2	2	100%	0	0%	2	100%
BA in Sec. Educ: Teaching of Biology (174)	0	0	0%	0	0%	0	0%
BA in Elementary Educ: Teach English as Second Language (206)	0	0	0%	0	0%	0	0%
BA in Teach Elementary Primary Level K-3 (236)	3	1	33%	1	33%	2	67%
BA in Teach Elementary Primary Level K-3 (237)	1	1	100%	0	0%	1	100%
BA in Early Childhood: Pre-School Level (243)	1	1	100%	0	0%	1	100%
<b>Programs</b>	<b>Cohort 2011</b>	<b>Program retention</b>	<b>Retention rate</b>	<b>Retention in another program of education</b>	<b>Retention rate in another program of education</b>	<b>Persistency of the Program</b>	<b>%</b>
BA in Special Education (136)	1	1	100%	0	0%	1	100%
BA in Elemental Educ: Teach Eng. as Sec Lang. (206)	2	2	100%	0	0%	2	100%
BA in Teach Elemental K-3 (236)	2	2	100%	0	0%	2	100%



<b>Programs</b>	<b>Cohort 2012</b>	<b>Program retention</b>	<b>Retention rate</b>	<b>Retention in another program of education</b>	<b>Retention rate in another program of education</b>	<b>Persistency of the Program</b>	<b>%</b>
BA in Special Education (136)	2	2	100%	0	0%	2	100%
BA in Sec. Educ: Teaching of Biology (174)	1	0	0%	0	0%	0	0%
BA in Elemental Educ: Teach Eng. as Sec Lang. (206)	6	3	50%	0	0%	3	50%
BA in Teach Elemental K-3 (236)	5	3	60%	0	0%	3	60%
BA in Teach Elemental 4-6 (237)	2	1	50%	0	0%	1	50%
BA in Early Childhood: Preschool Level. (243)	7	3	43%	0	0%	3	43%
<b>Programs</b>	<b>Cohort 2013</b>	<b>Program retention</b>	<b>Retention rate</b>	<b>Retention in another program of education</b>	<b>Retention rate in another program of education</b>	<b>Persistency of the Program</b>	<b>%</b>
BA in Special Education (136)	3	2	67%	0	0%	2	67%
BA in Sec. Educ: Teaching of Biology (174)	1	1	100%	0	0%	1	100%
BA in Elementary Educ: Teach English as Second Language (206)	3	1	33%	0	0%	1	33%

BA in Teach Elementary Primary Level K-3 (236)	10	0	0%	1	10%	1	10%
BA in Early Childhood: Pre-School Level (243)	6	4	67%	0	0%	4	67%
<b>Programs</b>	<b>Cohort 2014</b>	<b>Program retention</b>	<b>Retention rate</b>	<b>Retention in another program of education</b>	<b>Retention rate in another program of education</b>	<b>Persistency of the Program</b>	<b>%</b>
BA in Special Education (136)	2	1	50%	0	0%	1	50%
BA in Sec. Educ: Teaching of Biology (174)	4	3	75%	0	0%	3	75%
BA in Elementary Educ: Teach English as Second Language (206)	2	2	100%	0	0%	2	100%
BA in Teach Elementary Primary Level K-3 (236)	3	1	75%	0	0%	1	33%
BA in Teach Elementary Primary Level K-3 (237)	4	3	100%	1	25	4	100%
BA in Early Childhood: Pre-School Level (243)	2	2	100%	0	0%	1	100%
<b>Programs</b>	<b>Cohort 2015</b>	<b>Program retention</b>	<b>Retention rate</b>	<b>Retention in another program of education</b>	<b>Retention rate in another program of education</b>	<b>Persistency of the Program</b>	<b>%</b>
	3	2	67%	0	0%	2	67%

BA in Teach Elementary Primary Level K-3 (236)	1	1	100%	0	0%	1	100%
BA in Early Childhood: Pre-School Level (243)	1	1	67%	1	33%	3	100%
<b>Programs</b>	<b>Cohort 2016</b>	<b>Program retention</b>	<b>Retention rate</b>	<b>Retention in another program of education</b>	<b>Retention rate in another program of education</b>	<b>Persistency of the Program</b>	<b>%</b>
BA in Special Education (136)	3	3	100%	0	0%	3	100%
BA in Sec. Educ: Teaching of Biology (174)	0	0	0%	0	0%	0	0%
BA in Elementary Educ: Teach English as Second Language (206)	5	4	80%	0	0%	4	80%
BA in Teach Elementary Primary Level K-3 (236)	1	1	100%	0	0%	1	100%
BA in Teach Elementary Primary Level K-3 (237)	1	1	100%	0	0%	1	100%
BA in Early Childhood: Pre-School Level (243)	4	2	50%	1	25%	3	75%

Fajardo TEP had followed closely the Program Retention and Persistency Rates in all their specialties. In relation to data we will only report the 2014-16 data. For the 2014 cohort, retention and persistency rate in Special Education Specialty (136) was 50%. In Secondary Biology (174), retention and persistency rate were 75%. In elementary English Specialty (206) and Pre-School Level Specialty (243) retention and persistency rates was 100%. Finally, in

Elementary K-3(236) Specialty retention rate was 75% but the persistency in the program was 33%. For the 2015 cohort, program retention and persistency rate for Elementary English (206) specialty was 67%. In Elementary K-3th Level (236) retention and persistency rate were 100% and finally Pre-School Level (243) retention rate was 67%, but the persistency in the program rate was 100%. For the 2016 cohort, program retention and persistency rates of 100 % were in the Special Education (136), Elementary K-3 (236) and Elementary 4<sup>th</sup> to 6<sup>th</sup> Level (237). Finally, program retention and persistency of 80 % was in the English Elementary Level (206).

***Graduation Rates***

**Table 32**

**Fajardo Campus Graduation Rates Cohorts 2006 to 2017**

<b>Programs</b>	<b>Cohort 2006</b>	<b>Program graduation in 6yrs or less</b>	<b>Graduation rate in 6yrs or less</b>	<b>Graduation in another program of education in 6yrs or less</b>	<b>Graduation rate in another program of education 6yrs or less</b>
BA in Sec. Educ: Teaching of Biology (174)	10	1	10%	0	0%
BA in Elemental Educ: Teach Eng. as Sec Lang. (206)	4	0	0%	0	0%
BA in Teach Elemental K-3 (236)	13	0	0%	0	0%
BA in Teach Elemental 4-6 (237)	4	0	0%	0	0%
BA in Early Childhood: Preschool Level. (243)	7	0	0%	0	0%

<b>Programs</b>	<b>Cohort 2007</b>	<b>Program graduation in 6yrs or less</b>	<b>Graduation rate in 6yrs or less</b>	<b>Graduation in another program of education in 6yrs or less</b>	<b>Graduation rate in another program of education 6yrs or less</b>
BA in Special Education (136)	4	0	0%	0	0%
BA in Elemental Educ: Teach Eng. as Sec Lang. (206)	2	0	0%	0	0%
BA in Teach Elemental K-3 (236)	9	3	33%	0	0%
BA in Teach Elemental 4-6 (237)	6	1	17%	0	0%
BA in Early Childhood: Preschool Level. (243)	7	0	0%	0	0%
<b>Programs</b>	<b>Cohort 2008</b>	<b>Program graduation in 6yrs or less</b>	<b>Graduation rate in 6yrs or less</b>	<b>Graduation in another program of education in 6yrs or less</b>	<b>Graduation rate in another program of education 6yrs or less</b>
BA in Special Education (136)	5	1	20%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	0	0%	0	0%
BA in Elemental Educ: Teach Eng. as Sec Lang. (206)	1	1	100%	0	0%
BA in Teach Elemental K-3 (236)	5	0	0%	0	0%
BA in Teach Elemental 4-6 (237)	2	1	50%	0	0%
BA in Early Childhood: Preschool Level. (243)	5	0	0%	1	20%

<b>Programs</b>	<b>Cohort 2009</b>	<b>Program graduation in 6yrs or less</b>	<b>Graduation rate in 6yrs or less</b>	<b>Graduation in another program of education in 6yrs or less</b>	<b>Graduation rate in another program of education 6yrs or less</b>
BA in Special Education (136)	5	0	0	0	0
BA in Sec. Educ: Teaching of Biology (174)	2	0	0	0	0
BA in Elemental Educ: Teach Eng. as Sec Lang. (206)	2	0	0	0	0
BA in Teach Elemental K-3 (236)	7	1	14	0	0
BA in Teach Elemental 4-6 (237)	4	0	0	0	0
BA in Early Childhood: Preschool Level. (243)	6	0	0	0	0
<b>Programs</b>	<b>Cohort 2010</b>	<b>Program graduation in 6yrs or less</b>	<b>Graduation rate in 6yrs or less</b>	<b>Graduation in another program of education in 6yrs or less</b>	<b>Graduation rate in another program of education 6yrs or less</b>
BA in Special Education (136)	2	0	0	0	0
BA in Sec. Educ: Teaching of Biology (174)	1	0	0	0	0
BA in Elemental Educ: Teach Eng. as Sec Lang. (206)	4	0	0	0	0
BA in Teach Elemental K-3 (236)	4	1	14	0	0
BA in Teach Elemental 4-6 (237)	2	0	0	0	0
BA in Early Childhood: Preschool Level. (243)	2	0	0	0	0

**Table 33****Fajardo Campus Graduation Rates Cohorts 2011, Graduates 2017**

<i>Major CODE</i>	Description Graduation Rates years 2011	Base Cohort* 2011	Graduated in six years or less	% Graduation
128	SEC EDUC: TEACH OF MATHEMATICS	1	0	0%
136	SPECIAL EDUCATION	2	0	0%
144	SEC EDUC: TEACHING OF HISTORY	3	0	0%
145	SEC EDUC: TEACHING OF SPANISH	1	0	0%
147	SEC ED: TEACH ENG 2ND LANG	2	0	0%
176	PHYS ED: SECONDARY LEVEL	4	0	0%
206	ELEM ED:TEACH ENGLISH SEC LANG	7	1	14%
236	EARLY CHILDHOOD: ELEM LVL K-3	5	0	0%
237	TEACH ELEM FOUR TO SIX (4-6)	1	0	0%
243	EARLY CHILDHOOD: PRESCHOOL LVL	1	0	0%

\*Incluye todos los estudiantes admitidos a los programas de educación en el semestre de agosto a diciembre de 2011.

**Conclusion of the Graduation Rates Years 2012 to 2017**

IAUPR System follows closely the Graduation Rates in 6 years in the Program and in another Education Program. Regarding the Year 2014, (cohort 2008) the Special Education

Graduation rate in the program 6 years or less was 20%, the Elementary Education English was 100%, and the Elementary 4th to 6<sup>th</sup> Grade is 50%. The other three (3) Programs (174, 236 and 243 students graduate in more than six years. In regard to the Year 2015, (cohort 2009) the Elementary K-3 Level Graduation rate in the program 6 years or less was 14%, The other five (5) Programs (136, 174, 236, 237 and 243), the students in these programs the graduation rate was zero percent (0 %) to graduate in more than six years meaning that students are taking more than six years to graduate.

In regard to the Year 2016, (cohort 2010) the Elementary 4<sup>th</sup> to 6<sup>th</sup> Level Graduation rate in the program 6 years or less was 50%, The other four (4) Programs (136, 174, 206, and 243), the students in these programs the graduation rate was zero percent (0 %) to graduate in more than six years, except also for the Elementary k-3 Level where one (1) student from this specialty graduated in another education specialty in six years or less (25%).

Finally, the Gradation Rate for the Cohort 2011 (year 2017), only in one (1) Specialty (Elementary English -206) the Graduation Rate is 14%. This data tells us that students admitted in cohort 2011, have taken more than six years to graduate. This data tells us that our students are taking more than six (6) years to graduate from the TEP at the Fajardo Campus. Also, the Fajardo TEP offers Minors in Education for students who wish to have another minor in the Education Program, which might explain this data.

## **PCMAS RESULTS YEARS 2016-17**

The following tables presents the Fajardo Campus PCMAS Results as of 2016-17. These results are published by the College Board of Puerto Rico and sent to each EPP. These results are also placed in the National Teachers Report Card and used for DEPR Teacher Classification Purposes.



**Table 34**

***Fajardo Single-Assessment Level Pass-Rate Data\* Regular Teacher Preparation Program, n=10***

Type of Assessment	Assessment Code Number	No. of Students Taking Assessment	No. of Students Passing Assessment	Institution Pass Rate	Statewide Pass Rate	*Test Takers Rate
PCMAS General	PR10	7	7	$7 / 7 = 100\%$	96%	70%
PCMAS General Elementary	PR21	7	7	$7 / 7 = 100\%$	95%	70%
PCMAS General Secondary	PR25				97%	
Specialization: Spanish	PR30				87%	
Specialization: English	PR40	5	4	$4 / 5 = 80\%$	92%	50%
Specialization: Math	PR50				93%	
Specialization: Social Studies	PR60				89%	
Specialization: Science	PR70				94%	

\* Single Assessment Pass Rate: The proportion of program completers who passed each assessment among all who took the assessment.

\*\* Test takers Rate: The ratio of aggregate number of students taking the assessment to the number of program completers for the institution and a specific academic year.

**Table 35**

***Fajardo Aggregate-Assessment Level Pass-Rate Data\* Regular Teacher Preparation Program, Year 2016-17, N=10***

<b>Type of Assessment</b>	<b>Assessment Code Number</b>	<b>No. of Students Taking Assessment</b>	<b>No. of Students Passing Assessment</b>	<b>Institution Pass Rate</b>	<b>Statewide Pass Rate</b>
PCMAS General	PR10	7	7	7 / 7 = 100%	96%
PCMAS General (Elementary/Secondary)	PR21, PR25	7	7	7 / 7 = 100%	96%
Specialization	PR30, PR40, PR50, PR60, PR70	5	4	4 / 5 = 80%	91%
<b>Summary Pass-Rate**</b>		<b>7</b>	<b>6</b>	<b>6 / 7 = 86%</b>	<b>646 / 693 = 93%</b>

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

Minimum Passing Score 2007-2015

PR10 - Minimum Passing Score: 92

PR21 - Minimum Passing Score: 89

PR25 - Minimum Passing Score: 87

PR30 - Minimum Passing Score: 93

PR40 - Minimum Passing Score: 98

PR50 - Minimum Passing Score: 88

PR60 - Minimum Passing Score: 96

PR70 - Minimum Passing Score: 94

\* Level: Area of specialization

E = Elementary, S = Secondary

Minimum Passing Score Starting 2016

PR10 - Minimum Passing Score: 89

PR21 - Minimum Passing Score: 89

PR25 - Minimum Passing Score: 89

PR30 - Minimum Passing Score: 85

PR40 - Minimum Passing Score: 80

PR50 - Minimum Passing Score: 80

PR60 - Minimum Passing Score: 85

PR70 - Minimum Passing Score: 80

**Table 36**

*Summary of the Single Assessments Level Pass Rate Data-Fajardo Campus Level rates years 2013-14, 2014-15, 2015-16 and 2016-17*

Type of assessment	Year 2014-15			Year 2015-16			Year 2016-17		
	Institution Pass Rate	State Pass Rate	Difference	Institution Pass Rate	State Pass Rate	Difference	Institution Pass Rate	State Pass Rate	Difference
Fundamental Knowledge communication competencies	2/5=40%	92%	-52%	1/2=50%	90%	-40%	7 / 7 = 100%	96%	4%
Professional Competencies Elementary	3/5=60%	86%	-26%	1/2=50%	88%	-38%	7 / 7 = 100%	95%	5%
Specialization English				1/1=100%	91%	9%	4 / 5 = 80%	92%	-8%

The Fajardo TEP evaluated the criteria of the results of the PCMAS Battery test as a measure for demonstration candidate Mastery according to the specialty area. The TEP

compared the results of the single assessment level Pass Rate Data provided by the Puerto Rico College Board of Education in Puerto Rico (yearly).

**Table 37**

***Comparison of Aggregate Assessment Pass Level Rates Data Fajardo Campus years 2013-14, 2014-15 and 2015-16***

	No students taking Test =5 Years 2014-15				No students taking Test =2 Years 2015-16				No students taking Test =7 Years 2016-17		
Year	Testing Percent 7/15-15				Testing Percent 7/15-6-16				Testing Percent 7/116-17		
Type of assessment	Asses.	Instituti on Pass Rate	State Pass Rate	Diff.	Asses	Instit ution Pass Rate	State Pass Rate	Diff.	Asses.	Institution Pass Rate State Pass Rate	Diff.
Fundamental Knowledge communication competencies	2/5 = 40%	92%		- 52%		1/2 = 50 %	90 %	-40%	7/7-100% 4%	96%	
PMCAS General Elementary	3/5= 60%	89%		- 26%		1/2- 50 %	90 %	-40%	7/7=100% 4%	96%	
PCMAS Specialization test						1/1 = 100 %	91 %	9%	4/5=80% - 11	91%	

Summary Pass Rate	2/5= 40%	742/ 893=8 3%		-43		1/2 = 50 %	710 / 813 =87 %	-37%	6/7= 86% 93%	646/693= 5%
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The Fajardo TEP have learned from years 2014 to 2016, that our graduates scores were below the state passing rates, however the TEP enforced some remediation measures that the Candidates and Graduates need to comply to be approved by the TEP to take the PCMAS test. We compared the results as of 2016-17, and we are increasing our passing scores in the Fundamental Knowledge communication competencies and PMCAS General Elementary and Secondary to 100 %, compared to 96% statewide. In relation to PCMAS specialization Test, also we have learned that the scores were 86% passing rate compared with 93% Statewide. Prior to 2017, our passing rates for specialization were more that 90%.

Since year 2015, the Fajardo TEP have been prioritizing in increasing our PCMAS passing rates, and the results of 2017 have proven that the priority of taking two (2) reviews from Fajardo Campus and PRTA are helping in increasing our passing rates. These PCMAS scores are widely shared to all EPP Programs and to the IAUPR System. Also, the PCMAS results are sent to the institution as an institutional Report for the Fajardo Campus.

**IAUPR COHORT DEFAULT RATE (CDR)**

Defaulted federal student loans cost taxpayer’s money. By calculating cohort default rates, sanctioning schools with higher rates, and providing benefits to schools with lower rates, the Department creates an incentive for schools to work with borrowers to reduce defaults. As a result, cohort default rates help save taxpayers money. On October 28, 2009, the Department of Education published in the Federal Register the regulations that will govern the calculation of the 3-year cohort default rates beginning with the FY 2009 cohort year. Section 436 (e) of the Higher Education Opportunity Act of 2008 amended section 435(m) of the Higher Education Act of 1965 to implement the change from 2-year to 3-year cohort default rates. Section 436 (e) (2) establishes FY 2009 as being the first cohort year that 3-year cohort default rates will be released.

For 3-year cohort default rate, the school's cohort default rate is the percentage of a school's borrowers who enter repayment in a fiscal year on certain William D. Ford Federal Direct Loans (Direct Loans) during that fiscal year and default before the end of the second fiscal year.

***The 3-year cohort default rate for IAUPR are:***

<b>Cohort Default Rate Year (CDR)</b>	<b>Percent</b>
CDR 2015 3-Years Draft	7.9
CDR 2014 3-Years Official	10.5
CDR 2013 3-Years Official	10.5
CDR 2012 3-Years Official	12.8

There are sanctions associated with high official cohort default rate. If a 3-year cohort default rate that is equal to or greater than 30 percent, the school must establish a default prevention task force. This task force must prepare a plan to identify the factors causing the school's cohort default rate to exceed 30 percent and submit to the Department for review. In addition, schools with cohort default rates of *30 percent or greater for two consecutive years* will have to revise their plans to implement additional procedures and could be subject to provisional certification. In the year 2014, schools that meet certain criteria will become subject to sanctions because of the 3-year cohort default rates.

***Conclusion***

To answer the questions in regard to what we have learned with these results from 2012 to 2018, our institution 3-year cohort default rate has decrease from 12.8 to 7.9 indicating the lower the rate the better position the institution is regarding re-payment of student's loans. To be in this position, the Inter-American University of Puerto Rico (IAUPR) already established a Default Prevention and Management Plan since 2012. This plan provided strategies to reduce the default rate in the payment of students' educational loans of IAUPR. After the application

of our preventive measures and the development of strategies to accomplish the goals and objectives in the Default Prevention and Management, Inter-American University of Puerto Rico (IAUPR) reduced its 3-years default rate from 12.8% to 7.9%.

The IAUPR Fajardo Campus will continue implementing the preventing measures to reduce the cohort default rate. The following preventive measures have been taken:

1. The loan will not be offered, in the automatic evaluation process, to new students. Parent Plus loan will be offered to parents of new students, if needed.
2. The loan will not be offered, in the automatic evaluation process, to students on academic probation.
3. The loan will not be offered, in the automatic evaluation process, to students that have loan in the previous academic year.
4. The loan will not be offered, in the automatic evaluation process, to students that participated in the program, but who dropped out or left their studies in the previous academic year.
5. All students who wish to take loans at first time, must attend a counseling session as a condition for the loan to be awarded. This counseling is available through the Web for distance learning students. These students will be able to receive loans after being interviewed and counseled on their responsibilities regarding loans.

Each year the Campus administrators meet with the Faculty, and the person in charge of monitoring this aspect discusses each year Cohort default rate to the faculty. The institution is well aware of the implication of a higher cohort rate, because the cost of studying in the institution is high compared to the Public Sector's tuition and could result in less students assisting to our campus if they cannot afford to pay the semester tuition without loans.



## COMPONENT 4.4

TEP is using as a reliable measure, the Egre. S 15 Graduates Satisfaction Survey Questionnaire to graduates measuring how satisfied they feel in terms of performing according to these masteries of the Professional Competencies. This instrument is administered once the TEP students graduate. The instrument has a five-point scale where 5 is very satisfied, 4 moderately satisfied, 3 is satisfied, 2 is poorly satisfied and 1 is not satisfied. The TEP graduate will use the Likert Scale to evaluate their satisfaction related to the mastery of the professional competencies they have mastered and how satisfied they feel in terms of performing according to these professional competencies. The instrument was also aligned to CAEP Standards, in TASC Standards and DEPR Professional Standards. The TEP decided that a mean of 4.0 will indicate that the Graduates are moderately Satisfied with the mastery of the Professional Competencies as the accepted measure of satisfaction. Instrument measures the candidate's satisfaction of the professional Competencies aligned to the following premises:

- *Content Knowledge- Premises 1-7*
- *Instructional & Pedagogical Knowledge and Skills –Premises 8-10*
- *Use of Technology- Premises 11-13*
- *Diversity Skills - Premises 14-15*
- *Research Skills -Premises 16-18*

The distribution of the graduates that answered the questionnaire for the administration Year 2017 shows that eight (8) out of (10) graduates (80%) answered the questionnaire. The distribution between specialties who answered the questionnaire was: five (5) graduates were from the Elementary English Level (206), two (2) graduates were from the Elementary K-3th Level (236) and one (1) graduate was from the Special Education Level (136).

**Table 38**

*Summary of the Means and SD of the Fajardo TEP Graduates Satisfaction Instrument (EGRE.S -15) regarding the mastery of Professional Competencies year 2017*

Specialties	136			206			236		
	Special Education			English Elementary Level			Elementary K-3 Level		
Satisfaction of the 2017 Graduate regarding the mastery of the Professional Competences	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD
Instructional and Pedagogical Knowledge and skill (CAEP 4.2, 4.4)	1	4.33	-	5	3.87	.3800	2	4.17	.2357
Diversity	1	4.33	-	5	4.13	.5056	2	3.83	.2357
Use of Technology	1	4.50	-	5	4.30	.5701	2	3.75	.3536
Research	1	4.33	-	5	4.20	.3801	2	4.00	-
Content Knowledge (CAEP 4.2, 4.4 )	1	4.00	-	5	4.06	.2167	2	4.07	.3031
<b>Total</b>	<b>1</b>			<b>5</b>			<b>2</b>		

Data from the summary table( Table 38) of the means and SD of the Year 2017 Graduate’s Satisfaction of Mastery of the Professional Competencies (See Table 4.) shows that for the Special Education Specialty totaling one (1) graduate (100%) showed Moderately Satisfaction to the Mastery of Content Knowledge according to their specialty (Mean between 4.00 to 4.50). Regarding the English Elementary Level, five (5) graduates showed Moderately Satisfaction of four (4) Competencies (Mean between 4.06 to 4.30, SD .2167 to .5056), except for the Mastery of Instructional and Pedagogical Knowledge that the candidate was Satisfied (Mean of 3.87). We are observing a trend in regard to the satisfaction of the 206, English Elementary Level, that in 2016, also two (2) graduates were Satisfied with the Mastery of Instructional and Pedagogical Knowledge Competence. Finally, two (2) graduates reflected Moderately Satisfaction of three Professional Competencies (Mean between 4.07 to 4.17) except in the Competencies related to Diversity and Use of technology, where the candidate reflected Satisfaction of the mastery of both competencies

The following tables present the distribution of the Means, Minimum, Maximum and SD of the mastery of the Professional Competencies by Specialties.

**Table 39**

*Number, Minimum, Maximum Mean and SD of the Satisfaction of the Mastery of Professional Competencies of the 236, K-3th Level Graduate for the Year 2017*

Satisfaction of the 2017 Graduate regarding the mastery of the Professional Competences , Specialty 236	N	Minimum	Maximum	Mean	SD
Content and Pedagogical Knowledge	2	4.00	4.33	4.17	.2357

Diversity	2	3.67	4.00	3.83	.2357
Use of Technology	2	3.50	4.00	3.75	.3536
Research	2	4.00	4.00	4.00	-
Content Knowledge	2	3.86	4.29	4.07	.3031

**Table 40**

*Number, Minimum, Maximum Mean and SD of the Satisfaction of the Mastery of Professional Competencies of the 206, English Elementary Level Graduate for the Year 2017*

<b>Satisfaction of the 2017 Graduate regarding the mastery of the Professional Competences, Specialty 206</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
Content and Pedagogical Knowledge	5	3.33	4.33	3.87	.3800
Diversity	5	3.67	4.67	4.13	.5056
Use of Technology	5	3.50	5.00	4.30	.5701

Research	5	3.67	4.67	4.20	.3801
Content Knowledge	5	3.71	4.29	4.06	.2167

**Table 41**

*Number, Minimum, Maximum Mean and SD of the Satisfaction of the Mastery of Professional Competencies of the 136, Special Education Level Graduate for the Year 2017*

<b>Satisfaction of the 2017 Graduate regarding the mastery of the Professional Competences Specialty 136</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
Content and Pedagogical Knowledge	1	4.33	4.33	4.33	-
Diversity	1	4.33	4.33	4.33	-
Use of Technology	1	4.50	4.50	4.50	-
Research	1	4.33	4.33	4.33	-
Content Knowledge	1	4.00	4.00	4.00	-

**Table 42**

*Satisfaction of Candidates/Completers that answer PCMAS questioner, year 2017, n=18*

Scale Premise # 19	Fajardo TEP year 2014		Fajardo TEP year 2015		Fajardo TEP year 2016		Fajardo TEP year 2017	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%
Very Satisfied	20	67	23	74	14	58	9	53
Moderately Satisfied	7	23	7	23	6	25	8	47
Satisfied	3	10	1	3	4	17	0	0
Less Satisfied	0	0	0	0	0	0	0	0
Unsatisfied	0	0	0	0	0	0	0	0

\*Source College Board of Puerto Rico, PCMAS Institutional Report, pp. 17-23

## **SECTION 5: Areas of improvement, Weakness and Stipulations**

TEAC Weakness 0.1 Evidence of Candidate Subject Matter Knowledge

The Fajardo TEP revised the measures to evaluate the Subject Matter of our candidates.

We are Using the following measure:

Grade of B or above or above in Educ. 4013- Average of 3.0 or above

Mean of 3.0 or above in TEP Professional area courses measuring the following categories:

- Content Knowledge
  - Learner and Learning
  - Instructional Practice
  - Professional Responsibility and Ethics
- 
- A. University Supervisor’s Clinical Practice Evaluation Forms measuring: Subject Matter Knowledge by specialties and Content and Pedagogical Knowledge.
  - B. Cooperative Teacher Clinical Practice Evaluation Forms measuring: Subject Matter Knowledge by specialties and Content and Pedagogical Knowledge.
  - C. Passing score from the Puerto Rico State Certification Battery Test in Fundamental Content Knowledge (PCMAS) as an indicator of mastery of Content Knowledge.

The Fajardo TEP revised the definitions of Content knowledge and aligned the EPP crated assessments measures to CAEP Standards, InTasc Standards and DEPR Professional Standards. The results of the measures indicated areas of improvements in some specialties (Pre-School and also Secondary Biology) regarding offering more attention to the teaching in the Methodology Courses and also by incorporating more application of Knowledge in the Methodology Courses. Regarding using PCMAS Test as a measure of mastery of Content, as a measure, the TEP aligned this measure to the DEPR Teacher Certification Norm for mastery of Content Knowledge and results in years 2014,15 and 16 were nor positive due to limitations such as:

- Passing the PCMAS Test is not mandatory for IAUPR Graduation purposes.
- Candidates are prioritizing more graduating and getting a job in a private school system from the program and does not necessarily take the test immediately. (private schools do not require DEPR Professional Licenses to be hired)
- Time factor in taking the test is more than two years without preparing and therefore the results are not positive in terms of passing.

The Fajardo TEP took remediate actions in regard to the PCMAS Test taking such as: mandatory reviews afro the Fajardo TEP and the Puerto Rico Teachers association review. The candidate or graduate must demonstrate that they are taking both reviews in order to be able to be permitted or approved by the Fajardo TEP to take the PCMAS TEST. As a result of these two remediate alternative the PCMAS results as of 2017 was that the Aggregate Pass Rate was 86 % Institution Passing Score (previous years was 50 to 62%) compared to a 93 % Aggregate Pass Rate score statewide. We can infer that due to this mandatory remediation alternatives, our candidates now are giving more attention to take the test and pass both reviews for the Program to approve the candidate or graduate to take the test. Otherwise the Program does not approve the candidate to take the PCMAS TEST. This alternative for the candidate is costly since they must pay for the PRTA review and also pay for taking the PCMAS Test.

## 1.5 Evidence of valid interpretations of the assessments

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

The Fajardo TEP is giving attention to the instruments in being valid and reliable. Each instrument utilized for 2013-15 had been validated by faculty from three Campuses and each time the instrument is administered; a reliability measure is performed. (Alpha). Some instruments showed questionable measure in the Alpha Cronbach, but we understand that it results are related a small quantity of students that we are administering the instrument.

On the other hand, as of 2018, the TEP is revising the following instruments, to increase the present scale utilized to a four-point Lickert scale and revising the premises by using more actionable cognitive verbs to measure mastery of the competencies measured in the instrument. It is expected to be finalized by January 2019, since we had some problems this year with two hurricanes that closed our schools and university for more than two months and therefore the work was delayed.

### **SECTION 6: Continuous Improvement**

The TEP have examined closely the results of the PCMAS battery Test, the TEP utilized as a measure of Subject Matter Knowledge. These results were compared to the Years 2014, 15, 16 and 17 from the PR college Board Institutional report to the TEP. The TEP have systematically been observing a trend of low scores in the Battery Test against our goals of utilizing this measure. As a result, we modified the requisites for Test Taking in the Fajardo Campus due to limitations encountered with our candidates such as:

- Passing the PCMAS Test is not mandatory for IAUPR Graduation purposes.
- Candidates are prioritizing more graduating and getting a job in a private school system from the program and does not necessarily take the test immediately. (private schools do not require DEPR Professional Licenses to be hired)



- Time factor in taking the test is more than two years without preparing and therefore the results are not positive in terms of passing.

The provider incorporated 2 remediate actions in regards to the PCMAS Test taking such as: mandatory reviews from the Fajardo TEP and the Puerto Rico Teachers association review and a protocol for this test taking approval by the Program. The candidate or graduate must demonstrate that they are taking both reviews to be able to be permitted or approved by the Fajardo TEP to take the PCMAS TEST. As a result of these two remediate alternative the PCMAS results as of 2017 was that the Aggregate Pass Rate increased to 86 % Institution Passing Score (previous years was 50 to 62%) compared to a 93 % Aggregate Pass Rate score statewide. We can infer that due to this mandatory remediation alternatives, our candidates now are giving more attention to take the test and pass both reviews for the Program to be approved by the Program, to take the test. Otherwise the Program does not approve the candidate to take the PCMAS TEST. The TEP is aware that this alternative for the candidate is costly since they must pay for the PRTA review and pay for taking the PCMAS Test. The Program understands that the candidate is giving more attention to pass the PCMAS Test in order to avoid going through the Program protocol for the PCMAS test taking. We are planning to incorporate an evaluation from the candidates or graduates regarding the pertinence of the reviews in helping to pass the test. This alternative will be discussed in Fall 2018 with the Fajardo TEP Faculty.

The Fajardo TEP initiated the Impact Project with one (1) graduate from the Program in September to November 2016. As a result, the Program designed two instruments which went through content validity from three Campus Faculty. Results are kept in each campus. Once the Impact Instrument of the research was approved, the Program initiated this project as a pilot study. The results were positive, and our graduate demonstrated impact in their students in a secondary Biology Class. The graduate demonstrated through a Portfolio all the activities performed in order to demonstrate her effectiveness in students learning. The Program also developed an instrument to receive feedback from the students that are participating in the research in relation to their perceptions of the effectiveness of the graduate in their learning and the results also showed that the students evaluated the effectiveness of the graduate in promoting learning. However, due to the lack of participation from the DEPR of providing data of our graduate's performance regarding students learning, the research performed provided the

information for our program. We have evaluated this project and found some limitations such as: Problems in convincing our graduates to participate in the research due to: lack of economic incentives to participate, graduates perceive that it is a lot of work besides all of the duties there are currently doing in the schools, graduates start the research project and at the middle of the project they decide not to continue for personal or health issues and other related problems. One example is that for the semester from January to May 2017, the graduate who decided to participate in the research at the middle of the project, she got sick and decided to stop the participation.

At present we are in the process of continuing with the present research, but the TEP is also considering evaluating other ways that could be more attractive to the graduates to participate such as Focus Groups participation. The Program from August to December 2018, will start considering alternatives of obtaining information of impact of our graduates the trend of graduates not wanting to participate will continue, because they find that the participation adds more work to what they already have in the schools. The TEP regularly assessed the performance of the candidates during Clinical Practice Course using the Cooperative Teacher Instrument and University Supervisors Instruments measuring STD 1 CAEP Component. Both Instruments went through content and face validity from three IAUPR Campus Faculty. The TEP systematically evaluated the results of these administrations and resulted that in some cases scoring from both Clinical educators were not performed jointly, and therefore in some specialties such as 206-English Secondary, the Cooperative Teacher evaluated lesser scoring and sometimes did not find Good mastery of some Competencies and on the other hand the University Supervisor scored it differently.

TEP is enforcing to score the candidates performance jointly to avoid differences in scoring and looking for more collaboration in scoring the candidates for the TEP to have more objective collective evaluations. As a result, the TEP started in 2016, performing inter-reliability of the Two Clinical Practice Portfolios using the PD-7 and PD-8A Instrument. For the Year 2016, the TEP evaluated 50% of the Portfolios (4 out of eight) and the results were very positive in reaching consensus in scoring. Both Clinical Educators that participated found the experience as rewarding and that it helped them in being more conscious in the scoring of the Portfolios and

being more objective since they had to participate collaboratively. The TEP will continue to perform the inter reliability of both Clinical Practice Portfolios for the Year 2017.