

2019 EPP ANNUAL REPORT DATA
EDUCATOR PREPARATION PROGRAMS AT THE FAJARDO CAMPUS OF THE
INTER AMERICAN UNIVERSITY OF PUERTO RICO
ACADEMIC YEAR 2017-2018 (reported in April 2019)

Educator Preparation Programs

The Fajardo Educator Preparation Programs (EPP) of the IAUPR encompass two levels: Initial and Advanced. The TEP is an initial EPP that offers bachelor's degrees in educations. The Graduate Programs in Education and other related fields are advanced-level EPP. Our advanced-level programs will be submitted in the next accreditation cycle.

We are a TEAC legacy program (accredited by the Teacher Education Accreditation Council (TEAC) until February 2019, but this accreditation status was extended by CAEP until Fall 2020 due to Hurricane Maria's circumstances.) In January 14, 2019, the Fajardo TEP send to CAEP its Self-Study Report (SSR) for re-accreditation. In November 24-26, 2019, we will receive the Site-Visit of CAEP. The Educator Preparation Program, hereafter TEP (Teacher Education Program), is an institutional program offered in eight campuses or institutional units, including San Germán Campus.

The *2019 EPP Annual Report* submitted to the Council for the Accreditation of Education Preparation (CAEP) is for Teacher Education Program (TEP) at the Fajardo Campus. It also presents the data required through the Annual Report System (ARS) at <http://aims.caepnet.org/ARS/Page012017.asp?IID=1269&YID=25&RID=18266>

Program Options

The Teacher Education Program (TEP) at the **Fajardo** Campus 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 and Teaching English as a Second Language (Elementary levels). These options or majors meet the requirements for teacher certification granted by the Department of Education of Puerto Rico (DEPR, 2012).

At the Initial Level, one academic department administer the TEP which offer six active program options or specialties (majors). The Department of Education and Social Sciences oversees the majors: Preschool Level Education; Early Childhood Education (levels K-3rd and 4th-6th); Secondary Education (Biology), Special Education; and Teaching English as a Second Language (Elementary level).

The program options of TEP of the EPPs at the Fajardo Campus is in Table 1.1 *Program Options in the Teacher Education Program (TEP)*.

Table 1

Program Options in the Teacher Education Program (TEP) and EPP Advanced Level Program Options at the Fajardo Campus

Specialty	2014-2015				2015-2016				2016-2017				2017-2018			
	Active Students 2014-2015		Graduate Students 2014-2015		Active Students 2015-2016		Graduate Students 2015-2016		Active Students 2016-2017		Graduate Students 2016-2017		Active Students 2017-2018		Graduate Students 2017-2018	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
BA Special Educ (136)	16	1	6	0	11	1	0	0	18	1	1	0	17	3	2	0
BA Second Educ Spanish (145)*	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
BA Second English (147)*	3	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0
BA Second Biology (174)	5	5	0	0	3	5	1	0	5	4	0	0	6	2	1	0
BA-Second S. Stud (177) *	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BA English Elem Educ (206)	14	7	1	0	19	9	2	0	22	11	3	4	34	8	4	1
BA Elem Educ K-3 (236)	32	1	2	0	24	3	0	0	27	1	2	0	39	3	5	0
BA Elem Educ 4-6 (237)	13	4	0	0	6	2	1	0	4	2	0	0	10	2	1	0
BA Early Childhood pre-school (243)	20	0	3	0	19	0	1	0	25	2	0	0	28	1	5	0
Total	103	21	13	0	84	20	6	0	100	20	6	4	134	19	18	1

Annual Reporting Measures

The annual reporting measures included are those required in the Section 4 of 2019 *EPP Annual Report as follows :*

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
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)

1. Impact Measures: Standard 4. Program Impact (CAEP 4.1)

CAEP Standard 4: The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

CASE STUDY STD 4.1

**“REPORT OF THE GRADUATE OF THE FAJARDO PEM RELATED TO K-12
LEARNING”**

FEBRUARY 26 TO MARCH 30 -2018

*Dr. Porfirio Montes
Dr. Migdalia Cardona
Authorized Researchers*

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G. Instrument I Egresado 03- Evaluation Instrument by Students Regarding Graduate's Impact In K-12 Learning

Research Justification for the Fajardo Campus

Due to the lack of information from the Puerto Rico Department of Education regarding the impact of the UIPR graduates in the K-12 learning of their students, the university designed in collaboration with Metro, San German Campus a case study with our graduates. We wanted to investigate how the Fajardo TEP graduate using different instructional and evaluative strategies can demonstrate an impact in students learning K-12 using the methodology of action research in the classroom.

This model of investigation was approved by the UIPR Institutional Review Board (IRB) (see letter approval IRB-UIPR, 11-30-2015) (Appendix A). Content and face validity of the instrument was performed by the Fajardo and Metro Campus. We wanted to obtain an agreement among raters, in this case the TEP faculty, regarding how clear and if it measure the construct of the premise. We asked the raters the following question: are the premises in this instrument clear and do they measure the skills or the knowledge necessary to the performance required of the graduate for this purpose? We asked the same questions on all the premises of the questionnaire and over all we obtained more than halve of the faculty indicated that the premises were clear and that they measured the construct of the premise. We also trained the Fajardo TEP faculty in regards of the Case Study for our graduates to make sure that the TEP Faculty will be able to guide our graduates who will be willing to participate in it regarding the protocol of the case study, purpose of the case study, expectations from the graduate and faculty, performances that the graduate must do in each of the 2 phases of the case study and role of the graduate regarding Portfolio to be handed in demonstrating impact in k-12 learning in their students and finally the instrument that the faculty will use to evaluate the portfolio that the graduate will hand in demonstrating the impact in learning on their K-12 students and explanation of the scale to be used.

Finally, the program decided to start a pilot the project starting august 2016 -17 a sample of at least one (1) graduate of the Fajardo TEP Program participated in the project in August -December 2016. We are presenting the findings of the Pilot Study. The data presented was collected through different strategies from the TEP faculty who visited the graduate, observing classes, verifying lessons plans that should be according to the DEPR Content Standards and expectations for each subject and grade from October 2016.

Background (Appendix B)

During the first decades of the twentieth century, the Teacher Education Program (PEM) became a primary academic offer of the University of Puerto Rico. From those beginnings, the teaching practice component was central to the training of future teachers (Verdejo, 1995). It is during the eighties and nineties of the last century that it is highlighted, through several research documents in the United States, the importance of preparing teachers and having the necessary skills to perform successfully in the labor scenario (Goodlad, 1990, Hammond, 2000).

At present, it is recognized as one of the most regulated professions, both in the United States and in Puerto Rico. Starting in 2001 with the Law "No Child Left Behind" the criteria were established to qualify teachers as highly competent. This Law focused attention on the Teacher Education Programs of public and private universities and established that the Higher Education Institutions (IES) had to present an annual academic performance report called the "Teacher Preparation Report Card". Also, to determine its quality, the NCATE and TEAC accrediting agencies (now CAEP) established the standards to examine different aspects of the curricular and administrative structure of the Teacher Education Programs. All of the above represents an effort aimed at continuously examining the foundations, the pedagogical contents and the necessary practices in the training of the country's future teachers.

More than ever before the constant and permanent training of the teacher becomes an essential component for his professional performance. The biggest challenge facing the teacher in service as the teacher in training is how to stay active and attentive to these demonstrations and how to configure and transform the classroom. This teacher is asked to be responsible for keeping updated with knowledge, theories and pedagogical practices tempered to the use of technology, so that the result of their teaching process is in harmony with the trends and requirements of a changing society. The new challenges that can be seen gather teachers prepared with the skills and knowledge necessary to face the demands of the school and its social context.

Beyond the curricular structure that has most of the training programs of teachers and of offering specific knowledge of the subject to be taught, pedagogical knowledge about the most appropriate teaching strategies must be recognized that the essence in the training of a future teacher should lie in improving clinical experiences within the training curriculum. It should provide within these the reflection about how knowledge is taught to obtain learning and what is learned to improve the functions exercised by the teacher (Feiman-Nemser, S., 2008).

The professional component of teaching practice makes it possible to demonstrate the professional competences of knowledge and skills acquired through the program of studies of this future professional. During this period of professional practices, it can be observed how fundamental courses, pedagogical contents, methodologies and strategies for teaching different subjects, standards and regulations established by the State are essential for an effective demonstration in the classroom. classes of the future teacher.

Conceptual framework

Ultimately, teacher preparation required to keep pace with new developments and emerging technology so that they can develop in students the necessary tune with the demands of the twenty-first century skills. The public education system is based on a

humanist constructivist philosophy, in which the individual is visualized in the construction of knowledge. The theory supposes a remarkable change in the education when placing in the educational center the efforts of the student to understand (Woolfolk, 1999). Under the constructivist elements we see many ideas of Piaget, Vygotsky, Dewey, Brunner and Ausubel, which recommend:

- Complex environments that involve a challenge for learning
- Multiple representations of the content
- Understanding that knowledge is elaborated
- Instruction entered in the student

According to constructivism, the teacher must present a puzzling problematic situation to the students so that they:

- Formulate hypotheses
- Gather data to test hypotheses
- Draw conclusions
- Reflect on the original problem
- Identify the thought processes required to solve them

Teaching by inquiry allows students to learn about the content and process to solve problems posed by teachers. It is recommended to promote cooperative learning where a democratic and collaborative learning community is fostered in the classroom. Vygotsky's dialectical theory of learning and social interaction is also encouraged. This encourages the development of higher mental functions (reasoning, understanding and critical thinking). Finally, constructivist theory encourages children to perform mental tasks with social support, before performing them on their own. This provides the area of proximal development and scaffolding (Vygotsky, 2000, Brunner, 2000). For us to achieve effective teaching under this philosophy, we need highly qualified and certified teachers who possess knowledge, skills, dispositions and commitments in line with current philosophy.

The Department of Education of Puerto Rico (PRDE) developed the Professional Standards for Teachers of Puerto Rico (2008). These standards represent the best aspirations of a country on its teaching class, which are the following:

- Standard 1: Knowledge of the subject
- Standard 2: Pedagogical knowledge
- Standard 3: Instructional strategies
- Standard 4: Learning environments
- Standard 5: Diversity and special needs
- Standard 6: Evaluation and "assessment"
- Standard 7: Integration of technology
- Standard 8: Communication and language
- Standard 9: Family and community
- Standard 10: Information management
- Standard 11: Professional development

From this perspective, one of the priorities of the education system is to train, certify, recruit and maintain highly qualified teachers in schools. These standards aim to establish the criteria of excellence for teachers regardless of the area of expertise and to serve as a guide to the Teacher Education Programs, indicating the profile of the educator that Puerto Rico aspires to have. This profile is divided into three dimensions: 1. What teachers should know, 2. The dispositions and values to which they are committed, and 3. What they should be able to perform to be effective teachers in the classroom.

The professional standards have as frame of reference the Curriculum Frameworks of the PRDE (2003), Content Standards and Expectations by subject (2012) and the Curriculum Renewal Project. In addition, it includes the Theoretical and Methodological Foundations. This document defines education as an act of educating. From the perspective of Hostos (1839-1903), education has a very close relationship between society and the individual. For Hostos, the educational process is imminently a social process that must prepare the individual as a person for life. These foundations promote philosophical and psychological principles about the nature of education and the different aspects of the educational process. It contains approaches to the conception of education and school, knowledge and the learning process, as well as the role and characteristics of teachers and students. It also contains the conception of the curriculum and the basic curricular principles that give direction to the curricular renovation project for the Puerto Rico school.

The curriculum is a plan or program of studies that, based on a foundation, organizes objectives, contents, and teaching and learning activities in a sequential and coordinated manner. In this way, the direction and structure of the educational process that is oriented towards achieving goals that a community considers valuable are given. Villarini (cited in the Curriculum Renewal Project: Theoretical and Methodological Foundations, 2003) indicates that the curriculum is, at its various levels of development, the fundamental strategy through which educators serve students; it is what educators produce in the strict sense to promote learning and human development. Dewey (as cited in the Curriculum Renewal Project: Theoretical and Methodological Foundations, 2003) states that it is a work plan that allows a system, educational institution or teacher to organize the teaching process in a systematic and strategic way. It works like a map that indicates the trip and territory that will be covered. It guarantees the harmony and reciprocal action between these elements of the curriculum and the teacher-student interaction. The curriculum is based on philosophical and scientific foundations and an estimate of the characteristics of the students, their needs, interests, power and pace of learning. It represents a plan of the process, which indicates the stages and rhythm that students are expected to carry out to achieve the proposed goals within the established time.

Literature review

In 1999, the Council of Higher Education of Puerto Rico (CESPR) entrusted Dr. Carmen Zoraida Claudio with a study in which 153 baccalaureates corresponding to various areas of education were identified. It is interesting that at the time of the study everyone exhibited a curricular model whose sequencing was very similar to each other.

In recent years, quality is determined by external standards of local entities and the United States. In studies conducted in Puerto Rico (Claudio, Z., 2000; Ortiz, M., 2005) and in published articles (Cruz, R., 1999; Collazo, C., 2011) about PEM it is recognized that the formation of teachers is fundamental, and that the programs that offer such preparation have to ensure the highest quality standards.

Another study found was carried out by Ortiz (2005) entitled Quality Indicators in Teacher Preparation Programs in four IES in Puerto Rico. It was proposed to analyze the quality of the Teacher Education Programs with two variables or categories: the quality of the curricula and the services offered by the Teacher Education Programs obtained by their graduates in the Tests for the Certification of Teachers (PCMAS), and the level of satisfaction of teachers and students with the various components of the curriculum, the

services offered to them by the programs and other related variables. In this study it was identified that there were 34 programs licensed and accredited by the Higher Education Council to train teachers. The purpose of the study was to identify the PEM quality indicators in the Higher Education Institutions of Puerto Rico (IES). The study examined the quality of the curricula and the services offered to the students. In it, variables such as the following were identified: background, the criteria for admission to the PEM, the curriculum in its content areas, skills, pedagogical knowledge, clinical experiences and the profile of the faculty. Two institutions of Higher Education (HEI) classified in the first quartile were compared with respect to the success of the certification tests (UPR, Río Piedras Campus and UPR, Mayagüez University Campus) and two IES classified in the fourth quartile regarding the success in the Teacher Certification tests of Puerto Rico (American University, Bayamón Campus, and Pontificia Universidad Católica, Mayagüez Campus). "The profile of the university faculty, the background variables of the students, the quantity and quality of the clinical experiences and the relevance and depth of the curriculum are indicators linked to the success of trainees in training in the participating institutions. Other indicators that were identified as critical were: the research and creative work of the members of the faculty, the breadth and diversity of the courses in the general education component and the use of various participatory assessment techniques, aimed at the development of skills in reflection, critical analysis and writing "(page 4, 72-74).

In this direction, Hammond (2000) points out that the research on teacher preparation establishes that teachers are determinants in the learning of their students (Collazo, 2011). Also, in a study published by Darling Hammond, L.; Holtzman, D.J.; Gatlin, S.J. & Vasquez Heilig, J. (2005) there are variables similar to those found by Ortiz (2005) where the relevance of the curriculum and the quality of the experiences are indisputably indicators that should be taken into account in the PEM.

In 2010, the SM Foundation published *The State of the Magisterial Profession in Puerto Rico*. In this study, the following dimensions were examined: situation of teaching (working conditions and factors that influence the planning of classes); teacher professional training (opportunities for professional development, academic training and school organization and decisions regarding professional development); assessment of the teaching profession (social assessment of the profession and assessment of working conditions); feelings and affections around the profession (professional satisfaction, relationships with students and their peers, self-concept and self-esteem); and expectations and values (expectations about students and society, vision of education and main values and personal interests). From a sample of 500 teachers selected to participate in the study, information was gathered from 457 (91.4%) of public schools, private secular schools and private religious schools in the regions: Arecibo, Bayamón, Caguas, Fajardo, Humacao, Mayagüez, Morovis, Ponce, San Germán and San Juan. 91% of the participating teachers indicated that their university studies were of enough or very useful in their teaching work. 98.6% of the respondents indicated that they possess a lot or a lot of knowledge of the subjects they taught; 90.6% indicated it also regarding the methodological domain; 92.8% indicated it regarding their mastery over how students learn; 93.8% indicated it with respect to its domain for the handling of the discipline; 91.5% expressed it on the domain of the processes of education in values; 76% indicated having this mastery of new technologies in education; and only 35.4% indicated having a lot of control over the evaluation of their students.

The Inter American University of Puerto Rico initiated the professional accreditation processes of the Teacher Education Program for the 2003-2004 academic year. The decision

was made that the Teacher Education Accreditation Council (TEAC). At the time of this proposal, the Fajardo, Metropolitan and San Germán campuses received their accreditation for seven years (2012-2019). In the 2012-2013 academic year, the TEAC and NCATE accrediting agencies joined to form CAEP (Council for the Accreditation of Educator Preparation), and from the 2013-2014 academic year, all teacher preparation programs, previously accredited by TEAC and NCATE, must be aligned to the new standards and procedures for the renewal of said accreditation. Among the new standards is the Standard 4 Program Impact and, in this, indicators 4.2 Indicators of Teaching Effectiveness and 4.4 Satisfaction of Completers are included. The research will provide relevant data to be able to demonstrate the compliance of such indicators.

In general terms, it is clear from the literature review that it is essential to incorporate opportunities in the teacher preparation curricula to discuss ideas, share experiences and reflect on teaching and learning processes. In this way, learning to teach must be linked to learning to inquire and reflect on pedagogical practice (Collazo, 2014).

Research Problem

The research problem is as follows: What is the impact that the PEM has had, according to a group of its graduates, in terms of the quality of the preparation received (professional knowledge, skills and dispositions)? To this end, a guide has been prepared that will allow the graduate teacher to demonstrate their knowledge, pedagogical skills and disposition with their students in the classroom.

Objectives

The proposed research has the purpose of measuring the level and depth of the impact that graduates of the Teacher Education Program of the Fajardo Campus have on their students K-12, knowledge. It will be done with a sample of graduates by disposition of the Teacher Education Program (PEM) from a research methodology in action, data to determine compliance with the Standard 4.1 Program Impact k-12 student learning. (Student learning growth)

Research Questions

1. How does a group of PEM graduates interpret the quality of the preparation received in terms of professional knowledge, skills and dispositions?
2. What is the value that a group of graduates of the PEM has regarding the relevance of the preparation received for the fulfillment of their teaching responsibilities?

Research Design

The proposed research had a research-in-action approach. The research consisted in gathering information through the PEM graduates of the last two years. Graduates of the Program will be selected and will be asked to participate through a guide that will guide the investigation. (See Appendix A). Once the participants authorize by means of a letter of consent (Appendix C), the academic record of each PEM graduate selected in the study sample will be examined to identify their performance in the approved core and specialty courses, in addition to other necessary information (see Appendix B). In Appendix D, a

reflection sheet is provided that will guide the reflection of the participating teachers (Appendix-E-Parents' Consent)

Phase I. The graduate of the Program may:

1. Identify a skill within a unit, which your students need to develop or refine and establish the reasons why it is worth carrying out the project.
2. Conduct a review of recent literature (from 2005 to the present) regarding the strategy to be used in the classroom to ensure that they will develop the skills and knowledge of the subject they teach and that their students must master.
3. Develop a diagnostic test to measure the initial skill level of the students (pre-test) and administer a post-test to demonstrate the impact of the academic project on the learning of their students.
4. Design varied activities aimed at improving the performance of their students in the chosen skill. These activities should include, but not necessarily be limited to, practice exercises to improve the skill level of the students to be impacted.
5. Obtain reflections from the students assigned during the beginning (expectations), in the middle (formative process) and at the end (fulfillment of expectations) regarding their teaching-learning process.

Phase II. The graduate of the Program may:

1. Manage and qualify the pre-test and post-test, the practice exercises and the corresponding appraisals to demonstrate if there was learning and improvement in the development of skills of their students.
2. Carry out three (3) reflections, like their students, to express their expectations in the middle and at the end (fulfillment of expectations) of the project.
3. Collect data in a scientific manner, as acquired in the course Research in the Classroom and Assessment and Assessment and apply the knowledge acquired, according to their specialty.
4. Tabulate the data (grades, averages, standard deviation and the corresponding forms for the appraisals, pre-test and post-test) and analyze them in narrative form.
5. Present the results (post-test) to arrive at logical and coherent conclusions about the research carried out. The analysis should include the aspects that were effective and those that should be improved. To suggest future research in classroom.
6. Present the Final Report with all the evidence listed above and deliver the researcher in charge of the project, who in turn will proceed to collect and analyze the data regarding the teacher's impact in achieving the learning of the students in charge.
7. Include in the Final Report with evidences such as pre and post-test results, tabulation of exams and other activities aimed at evaluating the performance of their students, reflection sheets from students and teachers, photos and other documents that the teacher understands It is necessary to demonstrate learning in your students

Participants (Appendix C) (Teacher's Consent Sheet)

The participant was Fabiola Maldonado- Graduate from Fajardo TEP year 2014. She was the only graduate that was willing to participate in the research voluntarily and by disposition.

The TEP invited graduates from years 2014 to 2016, and Fabiola was the only graduate willing to participate. Fajardo TEP is having problems in finding TEP graduates willing to participate in this research due mostly that graduates find that they have too much work in the schools and this type of research takes effort and time. Fabiola was working in Santiago Pantín, High School in Ceiba, P.R as a Special Education Resource Teacher. (She works with the regular teacher with special Education students in a regular classroom.)

Fabiola once she accepted to participate in the research, she filled the consent form already established for this research.

Research Objectives

In this study, questions were constructed (Appendix D) to reveal not only the instructional strategies and practices used by teachers, but also to learn through teachers reflections provide more precise statement for the research problem:

1. How does a group of PEM graduates interpret the quality of preparation received in terms of professional knowledge, skills and dispositions?
2. What is the valorization that a group of graduates of the PEM, has regarding the pertinence of the preparation received for the fulfillment of their teaching responsibilities?
3. How teacher preparation program impacts the effectiveness of the in-service teacher in the classroom?"
4. What are teacher's reflection about and guiding principles for teaching English lenguaje learners?
5. What instructional strategies do teachers use to teach?
6. How is assessment conducted and used?

Procedures done before starting the Research Project in February 2018

Before conducting the research, permission was granted by the Institutional Review Board (see appendix 11-30-2015). A written consent form was obtained by the participant (Appendix 09-19-2015). Data was collected through observation protocol, note taking, reflection protocol, and collection of different artifacts developed by the teacher during classroom teaching and a questionnaire for students the six weeks of teaching. No digital photo was used. This alternative will be considered in the next research.

Also, the participant teacher in the research informed the parents on February 2018, of the group selected about the participation of the fifth graders in the project. Data was collected through observation protocol, and collection of different artifacts developed by the teacher during classroom teaching. The technique used by the teacher provides sufficient details for thick description (Fetterman, 1998, Shank, 2002). The researchers spent each day at the school site for five (5) weeks, starting February 2018- 850am to 11 :30 AM Each day was carefully planned so that interviews with the teacher were scheduled to occur during her free time and breaks for student to eat. The researchers decided to summarize the seven (7) questions of the graduate at the end of the six weeks of observation.

The graduate at the end of the five weeks presented a Portfolio evidencing both phases, with the supporting evidence including the different activities, strategies and instructional

activities performed during the project that demonstrated her impact in Ninth Grade students in charge. (9-1) (see Impact Portfolio developed by Fabiola A. Maldonado- The evaluation of the academic Project was based on the 2 phases mentioned utilizing the Instrument IE-8B (Appendix). This researcher was present for the five weeks of duration of the project with Fabiola and made the observations of the graduate's performance according to the daily planning.

The researcher also wanted to know the student's perception of her impact regarding the effectiveness of the teacher in promoting motivation, diversity in the classroom, significant learning, and reflective learning in the students and finally if the teacher offered feedback to their students regarding their difficulties. (See I-Egresado 03)

Theoretical Framework

An effective classroom, where teachers and students are communicating optimally, is dependent on using constructivist strategies, tools and practices. There are two major types of constructivism in the classroom: (1) Cognitive or individual constructivism depending on Piaget's theory, and (2) Social constructivism depending on Vygotsky's theory. Similarities include inquiry teaching methods and students creating concepts built on existing knowledge that are relevant and meaningful. Differences include language development theory where thinking precedes language for cognitive constructivism and language precedes thinking for the theory of social constructivism. Understanding communicative tools and strategies helps teachers to develop individual learning methods such as, discovery learning, and social interactive activities to develop peer collaboration (Powell, K. and Kalina, C., 2009).

The theoretical framework adopted for this study draws from two areas. Considered first was the research. It was guided by which outlines instruction as an integration of the following five factors:

1. The construction of meaning from different perspectives
2. The acknowledgement of content in literacy learning
3. The use of language for real communication
4. The use of relevant literacy materials
5. A focus on higher order thinking skills and problem solving

School Profile

The Santiago Iglesias Pantin school offers a higher level of education in the town of Ceiba, Puerto Rico. It covers grades ninth through tenth grade and vocational school. It has five special education classrooms, two are full-time classrooms, two are a resource room and the independent living room. The physical structure is of three levels. It has court facilities, school canteen and library. The staff consists of the principal, social worker, counselor, secretary, five special education teachers, three math teachers, three English teachers, three science teachers, three math teachers, three history teachers, two teachers of physical education, a health teacher, an art teacher, a librarian, seven student service assistants. The school has an enrollment of 410 students, of these 90 students belong to the special education program.

Data Analysis

The project started in February 26, 2018 with one (1) graduate from Special education Specialty, of the Fajardo TEP Program who graduated on May 2014. The Graduate has a bachelor's in special education and the group selected was a 9th Grade (9-1). The researchers visited the graduate from 8:50 Am to 9:30 AM for six weeks, which was the duration of the Unit that the graduate selected for the case study. We are presenting the findings of the Pilot Study. The data presented was collected through different strategies from the TEP faculty who visited the graduate, observing classes, verifying lessons plans that should be according to the DEPR Content Standards and expectations for each subject and grade from March 30, 2018.

The analysis involved searching for basic themes for meaning-making in the collected data (Miles and Huberman, 1994). The research questions guided the selection of instructional techniques that are discussed but did not limit the reporting of what was observed and what teachers reported. In most cases the instructional strategy that is report is told as it was delivered by one teacher. We are presenting also the classroom observations by the researchers.

Classroom observations from the Graduate Fabiola A. Maldonado) __ Special Education Major and Teacher.

The following observations were derived from the five weeks) observations of the Biology Graduate who by disposition participated in the project.

FIRST WEEK-February 26, 2018 to March 2, 2018

Unit: Geometry: Area, Perimeter and Volume

Theme-Subject of Study: Relationship between the formulas to obtain the area and the volume of the geometric figures

Pre-test

Concepts: Area and Volume

February 27, 2018- Application of different quadrilaterals

Students participated in a pre-test. Then they make a practice exercise. Students require individualized attention.

February 28, 2018- The students did not have class

They participated in a workshop (TRAI Project)

March 1, 2018- Discussion of how to find the perimeter of a flat figure. They did it with a little help, but independently

Concepts: Flat figure and perimeter

Researcher's observations: The teacher presented a summary of the last class and used open questions about different quadrilaterals and the rhomboid of the rectangle.

Teaching Strategies: Last class review, open questions, concepts definitions, cooperative learning, use of technology (search and print figures, students written reflections).

Skills developed: Lecture, language development, construction of meaning, use of technology, critical and reflective thinking and solve problems.

Assessment: Pre-test

March 2, 2018-Holiday

SECOND WEEK-March 5-9, 2018

March 5, 2018

Unit: Geometry: Area, Perimeter and Volume

Theme: Mathematical relations between mathematical objects that remain faithful in the context of the relationship

Skills: Identify the formula that corresponds to each figure.

Concepts: Area, Perimeter, volume

Subject of Study: Formulas y figures

Grade: 9th

Researcher's observations: The students identified de formula relates to each figure.

They received individualized help from the teacher.

Teaching Strategies: last class review, open questions, cooperative learning, using figure images, use of technology and assistive technology for students with special needs, students written reflections.

Skills developed: Lecture, language development, use of technology, use of maps, critical and reflective thinking and solve problems.

March 6, 2018

Unit: Geometry: Area, Perimeter and Volume

Theme: Squares and rectangles

Skills: Identify the formula that corresponds to each figure

Concepts: Area, Perimeter and Volume

Grade: 9th

Concepts: Squares and rectangles

Researcher's observations: The teacher used open questions and individualized help. The students react to them using written materials and figures images.

Teaching Strategies: last class review, debate technique, open questions, cooperative learning, use of technology and assistive technology for students with special needs, students written reflections.

Skills developed: Lecture, language development, construct of meaning, use of technology, critical and reflective thinking and solve problems.

March 7, 2018- The students were able to identify the formulas corresponding to the figures and complete the perimeter and area exercises
Of five students, only one required direct or individualized help from the teacher.

Teaching Strategies: Practice exercise

Skills developed: Lecture, language development, construct of meaning, use of technology, critical and reflective thinking and solve problems.

Researcher's observations: The teacher used open questions and individualized help. The students react to them using written materials and figures images.

March 8, 2018-The teacher continued working giving follow up to the concepts developed.
March 9, 2018-Students continued working with plane figures.

Researcher's observations: The teacher used open questions and individualized help. The students react to them using written materials and figures images. Students required more individualized help and practice exercises.

THIRD WEEK-March 12-16, 2018

Unit: Area. Perimeter and volume

March 12, 2018

Theme: Figures and perimeters

Skills:

Concepts: Figures, perimeters, volume, areas

Subject of Study: The students will understand that the figures may have the same perimeters but different areas. There is a relationship between the formulas for the area and the volume of the figures. The formulas represent mathematical relations between mathematical objects. The formulas represent mathematical relations between mathematical objects that remain faithful in the answer of the relationship.

Grade: 9th

Researcher's observations: The teacher explained the concepts and the students worked independently. The teacher clarified doubts and made corrections in the exercises presented by the students.

Teaching Strategies: class review, open questions, cooperative learning, the use of technology and assistive technology

Skills developed: Lecture, language development, construct of meaning, use of technology, use of maps, critical and reflective thinking and solve problems, team group analysis and decisions, use of internet for a literature review related to images and concepts.

March 13, 2018

Theme: Formulas and Figures

Skills: Formula apply and resolve exercises

Concepts: Figures, perimeters, volume, areas

Subject of Study: The students will understand that the figures may have the same perimeters but different areas.

Grade: 9th

Researcher's observations: Students discussion and resolved problems.

-

Teaching Strategies: Last class review, open questions, cooperative learning, with the use of technology and assistive technology

Skills developed: Lecture, language development, construct of meaning, use of technology, critical and reflective thinking and solve problems.

March 14, 2018

Teacher was absent.

March 15, 2018

The teacher repeats exercise for practice and they work indecently.

March 16, 2018- The students participated in a standardized test (PIENSE TEST) administered by the public education system of Puerto Rico.

Assessment: Short test-execution tasks

FOURTH WEEK-March 19 to 23, 2018

March 19, 2018- The group did not meet.

March 20, 2018

Unit: Area, perimeter and volume

Theme: An informal argument is presented for the formulas of the circumference of a circle, areas of a circle, volume of a cylinder, pyramid and cone. Arguments of dissection, the Cavalieri Principle and informal arguments limit limits.

Concepts: Area, perimeter and volume

Researcher's observations: The teacher explained the concepts and the students worked independently. The teacher clarified doubts and made corrections in the exercises presented by the students.

Teaching Strategies: class review, open questions, cooperative learning, the use of technology and assistive technology

Skills developed: Lecture, language development, construct of meaning, use of technology, use of maps, critical and reflective thinking and solve problems, team group analysis and decisions, use of internet for a literature review related to images and concepts.

Researcher's observations: The teacher explained the concepts and the students worked independently. The teacher clarified doubts and made corrections in the exercises presented by the students.

Teaching Strategies: class review, open questions, cooperative learning, the use of technology and assistive technology

March 21, 2018

Skills developed: multiplication and division exercises

They did multiplication and division exercises. Students can not complete the exercises completely independently.

Researcher's observations: The teacher explained the skill to the students related to solving multiplication and division exercises. She presented some examples on the board and gave the students the opportunity to solve them in their notebooks. She offers individualized help.

Teaching Strategies: Last class review, open questions, cooperative learning, with the use of technology and assistive technology

Skills developed: Develop models, lecture (reading skills), language development and construct of meaning, use of technology, critical and reflective thinking and solve problems.

March 22, 2018-Holiday

March 23, 2018- The teacher offered follow-up to the unit and to the previously discussed topics. They did new exercises correctly with minimal help.

Assessment: The teacher administered a short test of the unit.

FIFTH WEEK-March 26 to 30, 2018

March 26, 2018

Unit: Area, perimeter and volume

Theme: Figures and perimeters

Concepts: Figures, perimeters, volume, areas

Subject of Study: The students will understand that the figures may have the same perimeters but different areas. There is a relationship between the formulas for the area and the volume of the figures. The formulas represent mathematical relations between mathematical objects. The formulas represent mathematical relations between mathematical objects that remain faithful in the answer of the relationship.

Grade: 9th

Researcher's observations: The teacher explained the concepts and the students worked independently. The teacher clarified doubts and made corrections in the exercises presented by the students.

Teaching Strategies: class review, open questions, cooperative learning, the use of technology and assistive technology

Skills developed: Lecture, language development, construct of meaning, use of technology, use of maps, critical and reflective thinking and solve problems, team group analysis and decisions, use of internet for a literature review related to images and concepts.

Theme: Formulas and Figures

Skills: Formula apply and resolve exercises

Concepts: Figures, perimeters, volume, areas

Subject of Study: The students will understand that the figures may have the same perimeters but different areas.

Grade: 9th

Researcher's observations: Students discussion and resolved problems.

-

Teaching Strategies: Last class review, open questions, cooperative learning, with the use of technology and assistive technology

Skills developed: Lecture, language development, construct of meaning, use of technology, critical and reflective thinking and solve problems.

March 27, 2018-The teacher administered the post-test

March 28, 2018-The teacher participated in a workshop out of the school.
The students did not meet this day.

March 29 and March 30, 2018- Thursday and Good Friday-(Holydays)
The students did not meet these days.

During the development of the research, the teacher set the following alternatives for the UNIT ASSESSMENT: Area. Perimeter and volume

Research Assessment Plan

During the development of the research, the teacher set the following alternatives for the UNIT ASSESSMENT: **Unit:** Area, perimeter and volume

During each of the five weeks, the teacher administered short tests. because the students are special education program (reasonable accommodation).

Summary of researcher’s observations:

The teacher, Fabiola A. Maldonado has a specialization in Special Education (see Appendix A) She graduated from the Inter American University, Fajardo Campus. She has been worked in a high school Santiago Iglesias Pantin in the Municipally of Ceiba.

She demonstrates professionalism and commitment with her excellent executory working with students with special needs. She coordinates with the regular teacher for weekly planning.

She demonstrates content and pedagogical knowledge mastery and used of a variety of teaching strategies, disposition and pedagogical skills.

The integration of technology was an important recourse for the development of content in special education class. The students managed technology for the course development, for literature review, images and to make all mathematics projects in the classroom.

For regular planning, she used the Standards and Expectations of the Department of Education of Puerto Rico. She planed weekly and considered the profile of each student in terms of the different levels reflect in the diagnostic tests. Fabiola based her planning in the *Norman Webb Taxonomy* (levels of thinking) and transversal themes like: civic and moral values, family and community efforts, reflective and critical attitudes, environmental care, world peace education,

and level of thinking, human rights and other values. The planning reflects the use of the educative individualized plan for students with special needs.

She considered the students diversity using various teaching strategies such as cooperative learning, small groups dynamics, panels, technology management, oral presentations, special projects, drawing, painting, open questions, lecture comprehension, analysis, synthesis, application and evaluative judgment.

The use of different strategies for the assessment was reflected in every week planning: general tests, adapted tests for students with special needs, short tests, projects, special assignments, written reflections, class participation, panel with rubrics, etc. (formative and summative assessment). The Department of Education request an integrate planning so that student can visualize learning in different and universal perspectives. Her planning reflects: diversity and the student's interest for learning, pertinent and significant learning, learning communities and reflective learning, feedback to the student respect their doubts and errors and the integration of emergent technology in the classroom.

RESEARCH GENERAL QUESTIONS:

In this study, researchers observed the performance of Fabiola according to her instructional practice for six weeks and learned through the following reflections that the graduate wrote in order to answer the research objectives as follows:

1. How does a group of PEM graduates interpret the quality of preparation received in terms of professional knowledge, skills and dispositions?

Fabiola demonstrated mastery of content when she teaches, based on the knowledge obtained in the Teacher Education Program at the Inter American University of Puerto Rico. The curriculum provided for the preparation based on the specialization of each candidate. Graduates were prepared in content, teaching methodologies, teaching strategies, the use of the technology in the classroom, planning and curriculum adaptation based on student diversity. The curriculum responds to the Department of Education requirements, to National Education Standards and College Board Regulations. The Department of Education of Puerto Rico requires to each graduate a continuing education program. The Inter American University offers continuing education to graduates based on proposals presented by the Department of Education. The purpose is to maintain graduates update in content, in teaching strategies, assessment techniques, and technology and curriculum adaptations. Graduates also take in service training in the Department of Education and in the Inter American University, Fajardo Campus as cooperative teachers. Fabiola have the dispositions to work with their professional development and to improve content domain and teaching quality. She was aware that she needed to work with the students and demonstrate positive impact on students learning.

2. What is the valorization that a group of graduates of the PEM, has regarding the pertinence of the preparation received for the fulfillment of their teaching responsibilities?

Fabiola is aware that the *Teacher Education Program* prepared her with all the content, skills and concepts through the curriculum to be high quality teachers. When she enters to practice in public school was prepared to plan, to manage classroom, to use technology and to considered students diversity in curriculum adaptation. When she took methodology courses the TEP candidate plan and demonstrate how to conduct classes. She must apply all teaching strategies, prepare or adapt materials and to integrate qualitative and quantitative assessment techniques. The provider, The Inter America University, Fajardo Campus, assigns qualified university supervisor to visit the candidate at the school, to observe and to provide technical assistance in coordination with the cooperator teacher. Liz validate that the provider coordinates with the Department of Education of Puerto Rico to ensure that the institution meets all the requirements based on federal and state laws. The provider offers workshops to prepare student to take the teacher certification test (PCMAS). This formal test is developed and administered by the College Board of Puerto Rico. Fabiola took the test and she approved it, the Department of Education certifies them as qualify teachers. As a graduate was aware that the Fajardo TEP prepared her with the knowledge and instructional skills in her area to perform as an effective teacher. She stated that during her clinical practice course and once she graduated she had to apply all the content knowledge, instructional skills and evaluative skills she earned during her four years of school. Fabiola was very satisfied with the TEP effectiveness in giving her the knowledge and skills to be an effective teacher with the Fajardo Teacher Program effectiveness.

3. How teacher preparation program impacts the effectiveness of the in-service teacher in the classroom?"

Fabiola explained that when candidates enrolled in the practicum course (EDUC 4013) and the provider approved the process, the teaching practice coordinator develops a training plan to prepare candidates to start the teaching practice at schools. The plan includes the following workshops: planning, materials elaboration or adaptations, evaluation and assessment, Circular Letters of the Department of Education, how to integrate the Individualized Education Plan (IEP) for students with special needs, technology resources and all the requirements to make the practicum at schools. When she began the practice, the coordinator, continues trainings depending on student's needs. Schools also develop a training plan for regular teachers and include the candidates while they are doing teaching practice. This training process complements the technical assistance offer by the supervisor and the cooperative teacher. She really thinks that the TEP prepared her to be an effective Special Education teacher during my pre-service or clinical practice course. The course gave her the opportunity to demonstrate what she learned from my Education Courses related to my field. She understand that once she started to work, and realized that she needed to actualize her knowledge according to the latest changes in the Department of Education, However she can really say that the knowledge gained during my pre-service course gave me the idea that any teacher has to adapt to the latest changes in any job .

4. What are teacher's reflection about and guiding principles for teaching English

language learners?

She took English courses from K-12. It's a requirement of the Department of Education through school curriculum. graduates coordinate with English teachers if some students require tutorials. She identifies alternatives using technology resources, multimedia and peer collaboration. Therefore, the researchers saw Fabiola performing with English speaker's students, she could speak and help students in the transition from English to Spanish. Also, some of the lessons and books in Biology are in English so, she has to help also the Non -English speakers to understand the books that are no in Spanish.

5. What instructional strategies do teachers use to teach?

The researcher observed Fabiola during five weeks using a variety of instructional strategies such as last class review, debate technique, open questions, cooperative learning, and use of technology and assistive technology for students with special needs, students written reflections. When she was asked about the instructional strategies she was using, she was confident that she mastered the instructional and evaluative techniques she has to use in the Special Education class, according to the suggested techniques in the Content and Expectative of the Department of Education of Puerto Rico.

6. How is assessment conducted and used?

During the development of the research, the teacher set the following assessment techniques for the UNIT ASSESSMENT

Research Assessment Plan

During the development of the research, the teacher set the following alternatives for the UNIT ASSESSMENT: **Unit:** Area, perimeter and volume

During each of the five weeks, the teacher administered short tests. because the students are special education program (reasonable accommodation).

Conclusion:

Fabiola utilized a variety of assessment techniques that included formative and summative assessment. She used quantitative and qualitative measures. The Department of Education of Puerto Rico requires that teachers included as part of the assessment, tests, projects, reflections and special assignments. For students with special needs she must include reasonable accommodations that is a requirement of the individualized plan of each student. As a formative assessment, in each themes of the unit she administrates short tests, require special assignments and reflections. In the summative assessment of each theme, she administrates short tests: one regular test for the UNIT a with the accommodations for students with special needs.

Fabiola A. Maldonado Teacher General Reflection (Questions)

1. What do you share with your colleagues during your experience in action research?

What I can share with my fellow teachers is that it is very important to know the profile of each student. It is important to establish good relationships and dynamics to gain their trust. This helps the teacher to generate a great impact not only in their academic areas, but in their lives. When a teacher has these experiences, he or she feels safe no matter what level he or she must teach or the conditions of impediments of the students. It is necessary that each teacher knows the strengths of their students since it is the fundamental basis to develop their educational programs and obtain the desired progress.

The experience of research in action allowed me to realize the need for individuality and diversity of strategies that are needed in the classroom so that students with academic lag and who belong to the special education program can have a significant learning experience. The process of those weeks and the visits that could observe the dynamics that exist between students and teachers and the individualization that is required for those students with disabilities can provide a clearer idea of the effect that the Teacher Education Program has had. in the graduate students.

2. What assessment techniques have you used to measure and evaluate the learning of your students, what did you learn in your methodology courses and the evaluation course?

The assessment techniques used were the open questions, the collaborative learning, and the management of the technology. We used mostly short tests based on reasonable accommodations of each student. A pre and posttest was also administered. Special assignments were assigned, which were evaluated qualitatively and quantitatively. At the end of the unit, an examination of the unit was administered.

Within the special education program, various assessment techniques are used to demonstrate that the student has mastered or does not yet master the skill. Among them I use diagnostic tests, reading tests, execution tasks, reflective diaries, among others. Each one according to the level of execution of the student without lowering the standard that this must dominate. For each skill I try to use more than one assessment technique to be able to show mastery of the skill.

3. Which strategies and techniques that you studied in *The Teacher Education Program*, you used with your students?

In my class, I use cooperative learning because this strategy helps students to optimize their own learning. They can create positive interdependence and the concept that they can learn in large and small groups, sharing information and creative ideas. They develop its own responsibility and support their peer. Teachers can observe and evaluated the student's dynamics to ensure that they learn the curriculum content. The

concept is that students can learn in teamwork, learn to cooperate and cooperate to learn.

Throughout the five weeks of the study, students were able to develop the skills they learned in different learning activities and tasks. Technology such as computer, power point and digital material was used so that area and perimeter skills could be worked in different ways. This process responds to student's diversity. Fabiola adapt the curriculum content base on student's aptitudes, interest and needs. The interest is to provide all students the opportunity to learn regardless of social origin and cultural baggage.

During my methodology courses I learned different instructional strategies. Within my classes I use as instructional strategies the individualized teaching, the creation of material adapted to the need of the student, the collaborative work, demonstration with concrete objects and the use of concrete material. These allow me to individualize and go to the need of the student to achieve the instructional objectives eliminating the lag that they present because of the impediment.

4. How do you evaluate your academic preparation that has allowed you to be a successful teacher in getting your students to learn the desired content?

The Inter-American University of Puerto Rico, through the Teacher Education Program (PEM) has prepared me with all the qualifications to be a successful teacher. First, the general courses have prepared me to have a general vision at the same time integrated knowledge that complements the core and specialty courses. The core courses prepared me in all the theoretical and conceptual frameworks that govern the teaching process in the educational task including the integration of technology, the investigation in the classroom and the behavior management in the classroom. It prepared me in the planning of teaching, the assessment process, the strategies and methodologies to be used according to my level of specialty. I had the opportunity to take four courses of Experiences in the Educational Environment in a gradual and systematic way. The preparation of portfolios in each experience, affirmed the processes, the sequence and the structures to follow in the educational task. The faculty that offered these courses have the ideal preparation, experience, and commitment in the preparation of excellent teachers.

The academic preparation I received during my baccalaureate studies at the UIPR Fajardo Campus, have allowed me to be a successful teacher. The teacher preparation courses offered by the PEM are quite complete and give the opportunity for the student-teacher to prepare as fully as possible for the world of work and teaching. I say the most complete, because one will never be 100% prepared for the school world and all the constant changes that the Department of Puerto Rico or private schools make. I consider that I graduated from the PEM prepared to be a good teacher and to this day I have achieved it, both in educational philosophy, as in methodology, techniques and teaching strategies.

5. As a teacher, what do you remember related to the *Teacher Education Program* that you apply with your student in action research?

The *Teacher Education Program* has the mission to emphasize the responsibility to be high quality teacher. Teachers needs to domain content and to participate in service training to be update. Students learning depends on the quality of content, methodologies and learning strategies. The History and Philosophy of Education Course and the *Learning Phycology Course* helped me understand the importance to be a good teacher, to domain content and to manage student's behavior in the classroom. Teachers have the responsibility to guide parents in monitoring students learning at home. Many students present behavior problems in the classroom, but *The Teacher Education Program* at the Inter American University, Fajardo Campus, prepared me with proper techniques to manage specific behaviors.

The most important quality that teacher must demonstrate seriousness and tranquility in the classroom. These qualities promote respect and peaceful environment for learning in the classroom.

From what I learned in the Teacher Education Program, I could show in research, the application of knowledge acquired in the use of methodologies, teaching strategies and assessment techniques. This knowledge is crucial in the development of the educational program of the students with special needs, including the adaptation of the curriculum according to the strengths and needs of each student.

In my experience as a teacher, I can remember learning during my time at PEM that for special education the most important thing is to recognize the different forms of learning, multiple learning and the importance of individualization. I always try to apply them in my teaching process within the classroom. Above all I work a lot with individualization, because it is the engine of the special education program.

6. In which areas I need to improve as a teacher?

I need additional training working with the levels of complexity in planning because sometimes I must modify them, based on my present students learning style and needs
The DEPR must equip schools with the necessary materials including technological resources.

I recognize that one aspect in which I must train myself to improve as a teacher is the use of
of
technology. The use of different computer programs for the creation of material or to use it as a
as a
resource within the class. I need to improve on the literature review for future research.

7. What suggestions would you offer to the Teacher Education Program to improve excellence in teacher preparation?

Fabiola suggested more discussion in documents referring to student records, anecdotal record, the individualized educational program, academic records have been digitized by the Department of Public Education of Puerto Rico for security and confidentiality. The faculty that offers the courses at the university does not have access to these digital documents. It is recommended to continue coordinating with cooperating teachers, so they can give us access to these electronic documents to know their organization

and management. The coordinator of the teaching practice and faculty members so far coordinate workshops for the students of the Teacher Education Program to cover this need. Then follow up to these processes in the courses of experiences in the educational environment. The teacher education program would suggest in special education a course or workshop on the management and organization of a special education file, in addition to a workshop on the correct drafting of a minute. It would also include the PEM an introductory but comprehensive course on neuroscience of learning, because the strategies presented by Neuroscience in learning are very good to apply in the classroom, especially in special education classrooms.

Graduate's Students Perception of the Effectiveness of the Teacher to improve K-12 learning in the Classroom

The TEP also designed an instrument to be handed in to the students of the graduate of the case study to verify the student's perception of the impact of the Fajardo Campus graduate in K-12 students learning. The Instrument were aligned to CAEP'S standards, In Tasc Standards and to the DEPR Professional Standards. It was designed was administered by the TEP faculty who participates in the investigation almost at the end of the six weeks of duration of the case study. Faculty from the Fajardo and Metro Campus participated in designing the instrument and the face content validity of the instrument and decided to use the same instrument that the TEP Faculty uses in pre-service clinical experiences. The instruments went through content and face validity from both campuses from Jan to May 2016 and decided to use the instruments as a pilot to determine the reliability of the instruments depending on the level where the case study will start. The instrument was administered during January to March 2018 to 5 students from ninth grade in Santiago Iglesias Pantin school Municipally of Ceiba, Puerto Rico where 15 (88%) of the students found the premises as clear and 15 (88 %) also found that the premises measures clearly. Once the instrument was modified with some recommendation, we proceeded to administer the instrument.

In the study, we administered the instrument in April 3, 2018 to 5 ninth grade twelve grade students from the special education program, Santiago Pantin School. The Teacher is a graduate from year 2014. The first part of the instrument includes information regarding Name of the Graduate, School where she is working, Level and academic subject he/she teaches, and finally semester administered.

The instrument includes the instructions for the students, the purpose of the questionnaire and includes a five-point Likert Scale that will measure student's perceptions regarding the impact of the Fajardo TEP graduate in the following areas:

1. Promote diversity and interest in students to learn in charge (Premises 1-2)
2. promote a pertinent and relevant learning to the students in charge (Premises 3-4)
3. Promote reflexive learning communities in students in charge (Premises 5-6)
4. Provides feedback to students regarding their mistakes and doubts. (Premises 7-9)
5. Integrate emergent technology in the classroom (Premises 10-11)
6. Promotes search of information (Premises 12-13)

The instrument asks the student to measure their perception /what they think regarding the teacher effectiveness regarding the performance in the classroom using the five-point Likert Scale where:

- 5: True
- 4: Most of the time is true
- 3: Something true
- 2: Mostly false
- 1: Totally false

The TEP faculty decided that a mean of 4 or above indicates that student’s agrees in positive impact in K-12 students learning that the teacher promotes. Faculty that administers the instrument must read loud the instrument to assure that the student understands the premise regarding the effectiveness of the impact of the graduate regarding each premise in the instrument.

The TEP used the I-Egresado Instruments to administer it to the students of the graduate to obtain the students perceptions regarding the effectiveness of the teacher in their learning. For this purpose, we administered the ‘I Graduate teacher-03 ‘ (7th to 12th grade) to the ninth-grade students in Fabiola Maldonado Special Education classroom (Resource Room). The instrument was administered once the graduate finished the Unit selected for the research which was: **Unit:** Area, perimeter and volume (Appendix G).

Table 1

Data from the Instrument of the Graduate’s Students Evaluation regarding the Impact in students learning (I Graduate Teacher - 03, 7-12).

	N	Mean	SD
Graduates student’s perceptions regarding the impact of the Fajardo TEP graduate in the following areas using the I-Egresado Instrument 7 th to 12 th grade			
Promote diversity and interest in students to learn in charge (Premises 1-2)	5	4.70	0.675
Promote a pertinent and relevant learning to the students in charge (Premises 3-4)	5	2.80	1.316
Promote reflexive learning communities in students in charge (Premises 5-6)	5	4.00	1.414
Provides feedback to students regarding their mistakes and doubts. (Premises 7-9)	5	4.07	1.033
Integrate emergent technology in the classroom (Premises 10-11)	5	2.40	1.713
Promotes search of information (Premises 12-13)	5	2.70	

Researchers analysis and conclusion

The perceptions of effectiveness in promoting “Diversity and Interest” to learn in students was totally true (Mean 4.70, SD 0.675). The perceptions of promotes reflexive learning communities in the classroom (Mean 4.00, SD 1.414) and providing feedbacks to mistakes and doubts (Mean 4.07, SD 1.033) was most of the time true. Students also evaluated the teacher promotes pertinent and relevant learning (Mean 2.80, SD 1.316) and promotes search for information (Mean 2.70, SD 1.829) and perceived that is sometimes true. The lowest evaluation of the effectiveness of the teacher was integrate emergent technology in the classroom (Mean 2.40, SD 1.713), that was mostly false. This can be explained that classrooms in Puerto Rico are not fully equipped with computers, tablets or even internet. In relation to the consistency of the Alpha Instrument was .862 meaning that the instrument is acceptable.

The Impact of the Graduated in the Development and Learning of its Students’ PK-12, Instruction and Satisfaction with the Relevance in their Academic Preparation

The instrument utilized was based on a tree level scale: very acceptable (3), acceptable (2) and not acceptable (1) with 13 premises align to CAEP Standards, Tag to In TASC and DEPR Standards (39 points total), In-TASC and Professional Standards. In the first phase the results from premises 1, 2,3,4,6 were very acceptable. Premise 5 was acceptable. Very acceptable means in phase I, that the graduated fulfilled all expectations of portfolio presentation, organization, included an introduction, describe the population, justify the project elaboration and elaborated an action plan. She was very acceptable in all premises in phase I, except in premise (5) that she was acceptable. Acceptable means that the graduate needs to include a recent literature review to support the purpose of the research. The average of Phase I, was 2.83. Meaning what in relation to 2 that is acceptable (premise 5), that means that she must realize a recent literature review. In Phase II, premises 7,8,9,10, 11 and 13 were very acceptable.). In phase II, very acceptable means that the graduated fulfilled all expectations in terms of the elaboration and administration of pre-posttests, data collection, data analysis, tabulate data, obtain averages, analyze student’s reflections, analyze general results and present evidence of agendas, activities images and other documents. She was very acceptable except in premise (12) that she was acceptable. In this phase the average was 2.84. In terms of improvement, in phase II, she needs to present a final summary of the project results and recommend future research for teacher education programs. For that reason, Fabiola obtained an average of 2.84. in phase II.

Fabiola expressed that she must improve the literature review to conduct her weekly planning (Phase I -premise number 5- of the Instrument IE-8B-see adjunct document). Also, expressed that she needs to include a final report for future research that must include information about all sections evaluated in the process (Phase II -premise number 12- of the Instrument IE-8B-see adjunct Instrument).

(For rubric content see Rubric: *The Impact of the Graduated in the Development and Learning of its Students’ PK-12, Instruction and Satisfaction with the Relevance in their Academic Preparation (Appendix F)*)

Conclusions:

The Instrument “IMPACT PEM'S GRADUATE ON THE DEVELOPMENT AND LEARNING OF ITS STUDENTS PK-12, ITS INSTRUCTION AND ITS SATISFACTION WITH THE RELEVANCE OF ITS ACADEMIC PREPARATION” (IE-8B)

The purpose of this academic project was to measure the level and depth of the impact that the graduate of the Teacher Education Program has on the learning of the student population that he / she oversaw. The methodology to conduct the project was action research. The same will be made from two phases. The first phase covered the action plan. In the second phase, the selected action or strategy included the achievements presented. This project provided data on the impact of a graduate of the Fajardo Campus Education Program in achieving learning and development in its students, impact of instruction and, in addition, offered information on the satisfaction of graduates of their professional preparation

The instrument utilized was based on a tree level scale: very acceptable (3), acceptable (2) and not acceptable (1) with 13 premises align to CAEP Standards, Tag to In TASC and DEPR Standards (39 points total), In-TASC and Professional Standards. In the first phase the results from premises 1, 2,3,4 were very acceptable. Premise 5 acceptable. Very acceptable means in phase I, that the graduated fulfilled all expectations of portfolio presentation, organization, included an introduction, describe the population, justify the project elaboration and elaborated an action plan. She was very acceptable in all premises in phase I, except in premise (5) was unacceptable Acceptable means that the graduate needs to include a recent literature review to support the purpose of the research. The average of Phase I, was 2.66. Meaning what in relation to 2 that is acceptable (premise 5), that means that she must realize a recent literature review. In Phase II, premises 7,8,9,10, 11 and 13 were very acceptable.). In phase II, very acceptable means that the graduated fulfilled all expectations in terms of the elaboration and administration of pre-posttests, data collection, data analysis, tabulate data, obtain averages, analyze student’s reflections, analyze general results and present evidence of agendas, activities images and other documents. She was very acceptable except in premise (12) that she was acceptable. In this phase the average was 2.85. In terms of improvement, in phase II, she needs to present a final summary of the project results and recommend future research for teacher education programs. For that reason, Fabiola obtained an average of 2.85. in phase II.

She expressed that she must improve the literature review to conduct her weekly planning (Phase I -premise number 5- of the Instrument IE-8B-see adjunct document). Also, expressed that she needs to include a final report for future research that must include information about all sections evaluated in the process (Phase II -premise number 12- of the Instrument IE-8B-see adjunct Instrument).(See Impact Portfolio evidence of Fabiola)

Fabiola Maldonado reflections

Fabiola A. Maldonado in her reflections, concluded that during a period of five weeks he was teaching the unit on area and perimeter of figures. For this unit, various assessment strategies were used, such as work in the notebooks, activities to solve exercises and completing figures, coloring based on results. We used team teaching, individualized teaching, the classroom as a learning laboratory and collaborative work. All strategies and techniques

were learned at the Interamerican University of Puerto Rico, Fajardo Campus, Teacher Education Program. Through his experience he has been able to apply the knowledge to exercise a quality education. In the three years that she has been practicing as a teacher, she has learned a lot in her interaction with students. She considers that her practice as a teacher, made it difficult to handle a file and work with the digital system of creation of the Individualized Educational Program (PEI) known as my special portal. Recognizes the importance and the need for the Department of Education to offer them ongoing workshops on these processes.

Fabiola Maldonado conclusions

Fabiola demonstrated that during the five-week period, students in the special education program integrated into the 9th grade group (9-1) were the focus of research on the value acquired during the teaching of the unit. The unit that was worked was that of Area and Perimeter and Flat Figures. This was developed in collaboration with the 9-1 math teacher, Mrs. Arce. The students were intervened in the regular room with the team-teaching teacher together with the special education teacher. Throughout the five weeks, the students were able to execute the skills they were learning and working in different learning and homework activities. Technology was used as the computer, the power point and digital material.

In the administered pre-test, the students demonstrated not mastering the material to which they would be exposed. At the end of the unit and through the posttest and the different strategies and assessments carried out, it was observed that of five students, four obtained significant learning. However, there was a student who did not demonstrate significant learning in the skills taught. This shows that the student did not obtain mastery of the different techniques and strategies used. This may be explained that the student's disability is directly affecting the learning process and is requiring more reasonable accommodations and also use of an inclusive teacher assistant constantly in order to help the student achieve the skills necessary master the skills measured. It can be concluded that despite the needs of this student it was possible to demonstrate the positive effect of the graduate of the Teacher Education Program (PEM) on students of the special education program of group 9-1 integrated in the regular classroom. (See Fabiola's Maldonado Portfolio Evidence)

Researchers conclusion of Fabiola reflections

Regarding the reflections of Fabiola Maldonado, the researchers conclude that she is a well-trained teacher in academic and professional education. It has a high level of commitment to education, mainly with children with special needs. The collaboration that she establishes with the other teachers and support staff allows her to plan the education for these students taking as a starting point the strengths of the students and the participation of the parents. Fabiola always attended the individual needs of each student taking as a point of reference the Individualized Educational Program (PEI) of each student. She used technology to motivate students and as an interactive means to work with the skills and concepts contained in the selected curricular unit. Fabiola demonstrated mastery in the use of various assessment techniques and in the use of reasonable accommodations as established in the IEP. Fabiola acknowledges that she still needs to strengthen her knowledge in the virtual

management of student records. The Department of Education of Puerto Rico offers workshops to all teachers on file management. During the process of the observation visits positive interaction was observed between the teacher and the students. The learning environment was always cordial, dynamic and productive. Fabiola indicated that it was a great opportunity and experience to have participated as a volunteer in the research. Fabiola demonstrated the special education group she selected for the research was impacted in k-12 learning. She demonstrated the different strategies, planning models for the 5-week period, the results of the pre-post test and the significance value of the test. She analyzed the results of the pre-post test and included analysis of the student's ability to demonstrate knowledge gained, but also the analysis of 1 student specially that has a specific disability that needs additional accommodations. (See Portfolio evidence) .

Final Research Questions

1. How does a group of PEM graduates interpret the quality of the preparation received in terms of professional knowledge, skills and dispositions?

Fabiola Maldonado is aware that the *Teacher Education Program* prepared her with all the content, skills and concepts through the curriculum to be high quality teachers. When she enters to practice in public or private schools, she commented that she was prepared to plan, to manage classroom, to use technology and to considered students diversity in curriculum adaptation. Fabiola Maldonado is aware that the Fajardo TEP prepare her with the knowledge and instructional skills in her area to perform as an effective teacher. She stated that during her clinical practice course, she applies all the content knowledge, instructional skills and evaluative skills she earned during her four years of school. The students interviewed demonstrate satisfaction with the TEP effectiveness in giving her the knowledge and skills to be an effective teacher. The *Teacher Education Program* in the curriculum include four courses that provide opportunities for clinical experiences: EDUC 1080, EDUC 2890, EDUC 3015 and EDUC 4013. Each course prepares candidates through the content to analyze the expectations in terms to be qualify teacher. In the course EDUC 1080 Experiences in Field and Academic Scenery, candidates evaluate all factors, activities, events and dispositions to define teacher functions in school setting. Also, candidates take core courses, methodology courses, a teaching strategies course (EDUC 3013), the integration of technology in classroom (EDUC 2060 and GEIC 1010-general course) and EDUC 2870, that include general content related on how to manage students with special needs in classroom. In course EDUC 4013-field experience, candidates take seminars as part of their professional development. Then graduates participate in workshops offer by the Department of Education of Puerto Rico to be update in all educative practices.

2. What is the value that a group of graduates of the PEM has regarding the relevance of the preparation received for the fulfillment of their teaching responsibilities?

Fabiola commented that graduates from the TEP, needs to assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students. They must consider the philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice. The laws, regulations and procedures of the educational system, as well as the ethical, legal and social implications of their professional

performance states the reality of schools setting. She was aware that the *Teacher Education Program* prepared her with all the content, skills and concepts through the curriculum to be high quality teachers. The provider, the Inter American University, Fajardo Campus, provide her a high-quality program with faculty that are update in all curriculum, methodologies and teaching strategies. When she was evaluated and the Teacher Education Program Certifies that they have all the requirements to practice in school (Field Experiences), the provider established collaboration agreements with school directors and assign her to school for field experiences. A cooperator teacher evaluated me in coordination with the university supervisor. Candidates are orientated in all the responsibilities they must considered to complete with the *Teacher Education Program* requirements and al regulations establish by the Department of Education of Puerto Rico. In Clinical experiences course, I elaborated a general portfolio a value-added portfolio (impact in student learning) This is an evidence of the candidate's performance and responsibility that included: conceptual frame, planning and assessment, professional development, reflections relates to their practices, progress evidence, technical language, commitment, disposition and research skills. This process was the foundation of candidate's responsibility to ensure quality in the teaching process and to promote positive impact in student's achievement. Regarding to the relevance of the preparation received in the *Teacher Education Program*, Inter American University, Fajardo Campus, validate an effort aimed at continuously examining the foundations, the pedagogical contents and practice courses for country's future teachers. More than ever before the constant and permanent training of the teacher becomes an essential component for her professional performance. Beyond the curricular structure that has most of the training programs of teachers and of offering specific knowledge of the subject to be taught, pedagogical knowledge about the most appropriate teaching strategies must be recognized that the essence in the training of a future teacher should lie in improving clinical experiences within the training curriculum. Based on Fabiola Maldonado reflections, she commented about the importance of the quality of teacher's preparation as the research results, she argued that she must improve the literature review to conduct her weekly planning (Phase I -premise number 5- of the Instrument IE-8B-see adjunct document). Also, she commented that she needs to include a final report for future research that must include information about all sections evaluated in the process (Phase II -premise number 12- of the Instrument IE-8B-see adjunct Instrument). (*The Impact of the Graduated in the Development and Learning of its Students' PK-12, Instruction and Satisfaction with the Relevance in their Academic Preparation*).

Dr. Porfirio Montes
Dr. Migdalia Cardona
Authorized Researchers

2. Indicators of Teaching Effectiveness: (CAEP 4.2)

IAUPR’s Employer’s Survey, (CAEP 4.2)

The TEP is using for teaching effectiveness the IAUPR’s Survey to 4 Employers, a proprietary Assessment instrument whose first administration was in November 2016. This survey is administered every two years therefore the next administration will be in November 2018. THE survey is sent to those principals who are supervising Fajardo TEP graduates. Summary of data is in Table 2. The School Directors indicated that TEP’s completers are effective in their teaching (83.33 % agreed in excellent and good evaluation). All scores were above the expected point average (80% or more of excellent and good answers). On the other hand, they evaluated higher the Teacher Education Competencies related to Pedagogical Knowledge (100%)

Table 2

Indicators of Teaching Effectiveness from IAUPR Employers Survey year 2016-2017, n= 4

Indicators	Premises	Frecuency/ Scale	Excellent and Good
General Competences	1. Capacity for teamwork	Excellent 4	100%
	2. Know how to handle conflicting situations	Excellent 4	100%
	3. Think critically Solve complex problems	Excellent 4	100%
	4. Take the initiative	Excellent-2	50%
		Good-2	50%
	5. Ability to conduct research	Excellent-2	50%
		Good-2	50%
	6. Willingness to learn	4	100%
	7. Show creativity at work	Excellent-2	50%
		Good-2	50%

	8. Exhibit leadership	Excellent-2	50%
		Good-2	50%
	9. Maintain good interpersonal relationships	Excellent 4	100%
	10. Organizational skills	Excellent-3	75%
		Good-1	25%
	11. Know how to manage technology	Excellent-3	75%
		Good-1	25%
	12. Have an effective communication	Excellent 4	100%
	13. Know how to follow instructions	Excellent-3	75%
		Good-1	25%
	14. Demonstrate integrity and professional ethics	Excellent 4	100%
	Average of General Competences		66.67 %
Teacher Education Competencies (Pedagogical Knowledge)	1. Knowledge of the philosophical foundations that are the basis of education.	4	100%
	2. Knowledge of the processes of construction of learning through the different stages of human development.	4	100%
	3. Integrate into pedagogical practice the theoretical principles that underlie education.	4	100%
	4. Plan the learning of the students integrating the teaching strategies with a scientific basis in the instructional design.	4	100%

5. Use a variety of teaching strategies to facilitate effective learning.	4	100%
6. Apply the assessment to determine the effectiveness of the learning processes.	4	100%
7. Apply technological advances as resources to improve pedagogical practice.	4	100%
8. Use existing computerized and educational resources in their discipline.	4	100%
9. Work collaboratively in professional pedagogical practice.	4	100%
10. Demonstrate respect and tolerance to the individual and cultural differences of students in the educational setting.	4	100%
11. Assume leadership roles and professional responsibility in the different educational scenarios.	4	100%
Average of Teacher Education Competencies (Pedagogical Knowledge)	4	100.00%
In general: Teaching effectiveness	4	83.33%

Completers Self Evaluation of Professional Competencies (IE-13)

TEP is also using the Completers self-evaluations consist of 12 novice completers from Fajardo TEP. The specialty areas of the teachers evaluated were Preschool Education (2), K-3 education (5), 4-6 Elementary Education (1), Elementary English (2) and Special Education (2). All completers were female, nine reported to be married and three were single. All recent completer had a full academic load while at Fajardo TEP and had GPA’s above 3.0. Three of the completers had GPA’s in the 3.00 to 3.49 range and other nine reported GPA’s in 3.50 to 4.0 range. The ages of the completers go from 19 to 44. The details on the age of the completers can be observed on Table 3.

Table 3
Age group distribution of completers

Age Groups	Frequency	Percent
19-24	7	58.3
25-34	3	25.0
35-44	2	16.7
Total	12	100.0

The completer’s self-evaluation is composed of 25 premises that evaluate seven professional competencies. The scales have three levels that go from very acceptable (3) to not acceptable (1). The premises, areas and codification can be seen in Table 4.

Table 4
Professional competencies evaluated, premises and codifications

Areas Evaluated	Premises	Codes
Dominion of subject: Theoretical and Practical Knowledge	Designed class in accordance with the contents and expectations of the taught subject.	SK1
Dominion of subject: Theoretical and Practical Knowledge	Designed and completed learning activities specifically design to meet the cognitive, developmental, social, linguistic and emotional levels of their students.	SK2

Areas Evaluated	Premises	Codes
Dominion of subject: Theoretical and Practical Knowledge	Design and completed learning experiences that were clearly, pertinent and specific to the content taught.	SK3
Dominion of subject: Theoretical and Practical Knowledge	Design and completed learning experiences that integrate the content of different subjects.	SK4
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Redacts class objectives in procedural and conceptual terms. In addition, promotes learning experiences relevant to the student context.	KS1
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Redacts questions, at different levels of thinking, in accordance with the subjects he teaches.	KS2
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Used strategies and teaching techniques in accordance to subject and class objectives.	KS3
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Used programs, technological equipment, didactic materials and web links in the teaching and learning process available in accordance with the subject taught.	KS4
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Used results of assessments and tests to plan teaching and differentiated instruction activities.	KS5
Use and Integration of Technology	Design learning experiences that integrated programs, technological equipment and web inks that are in accordance with the subject taught.	IT1
Use and Integration of Technology	Used technology to develop the information search and presentation skills of students.	IT2
Use and Integration of Technology	Used the available technology to provide technological assistance, accommodations and differentiated instruction.	IT3
Management of Classroom Environment	I maintain a respectful environment that promotes positive social interactions in the classroom.	CM1
Management of Classroom Environment	I facilitate and environment that promotes the attention and motivation of students in the classroom.	CM2
Management of Classroom Environment	Learning activities promote the active collaboration and participation of students in their learning.	CM3
Disposition with Students and Commitment to the Profession	I exhibit an ethical and appropriate conduct in accordance with my functions and responsibility as a teacher.	DS1
Disposition with Students and Commitment to the Profession	I exhibit a professional and receptive attitude outside of the school setting.	DS2

Areas Evaluated	Premises	Codes
Disposition with Students and Commitment to the Profession	I participate in professional, extracurricular and community activities outside.	DS3
Disposition with Students and Commitment to the Profession	I demonstrated my commitment with my professional development in diverse activities of professional development.	DS4
Diversity	Planned and adapted activities that attend individual, language and cultural differences.	D1
Diversity	Adapted the teaching process to attend student-differentiated necessities.	D2
Diversity	I consistently show sensibility and understanding towards the student's diversity in the classroom.	D3
Reflective Thinking and Research	I formulate questions that stimulate my students and promote critical and reflective thinking.	RT1
Reflective Thinking and Research	I plan learning experiences that promote the development of research skills among students.	RT2
Reflective Thinking and Research	I provide learning experiences that help students find solution to their problems, make decisions and enhance their creativity.	RT3

The completer's self-evaluation met the goal for all premises and professional competencies measured. The results can be observed in Table 5 and 6

Table 5

Completer's self-evaluation of professional competencies by item.

Item	Very Acceptable	Acceptable	Inacceptable	Mean	SD	Minimum	Maximum	Target Met
SK1	11 (91.7%)	1 (8.3%)		2.92	.289	2	3	X
SK2	10 (83.3%)	2 (16.7%)		2.83	.389	2	3	X
SK3	10 (83.3%)	2 (16.7%)		2.83	.389	2	3	X
SK4	11 (91.7%)	1 (8.3%)		2.92	.289	2	3	X
KS1	9 (75%)	3 (25%)		2.75	.452	2	3	X
KS2	9 (75%)	3 (25%)		2.75	.452	2	3	X
KS3	10 (83.3%)	2 (16.7%)		2.83	.389	2	3	X

Item	Very Acceptable	Acceptable	Inacceptable	Mean	SD	Minimum	Maximum	Target Met
KS4	10 (83.3%)	2 (16.7%)		2.83	.389	2	3	X
KS5	10 (83.3%)	2 (16.7%)		2.83	.389	2	3	X
IT1	9 (75%)	3 (25%)		2.75	.452	2	3	X
IT2	8 (66.7%)	4 (33.3%)		2.67	.492	2	3	X
IT3	8 (66.7%)	4 (33.3%)		2.67	.492	2	3	X
CM1	10 (83.3%)	2 (16.7%)		2.83	.389	2	3	X
CM2	10 (83.3%)	2 (16.7%)		2.83	.389	2	3	X
CM3	10 (83.3%)	2 (16.7%)		2.83	.389	2	3	X
DS1	11 (91.7%)	1 (8.3%)		2.92	.289	2	3	X
DS2	11 (91.7%)	1 (8.3%)		2.92	.289	2	3	X
DS3	12 (100%)			3.00	.000	3	3	X
DS4	11 (91.7%)	1 (8.3%)		2.92	.289	2	3	X
D1	12 (100%)			3.00	.000	3	3	X
D2	10 (83.3%)	2 (16.7%)		2.83	.389	2	3	X
D3	11 (91.7%)	1 (8.3%)		2.92	.289	2	3	X
RT1	7 (58.3%)	5 (41.7%)		2.58	.515	2	3	X
RT2	7 (58.3%)	5 (41.7%)		2.58	.515	2	3	X
RT3	9 (75%)	3 (25%)		2.75	.452	2	3	X

Note: The target mean for the premises is 2.00.

Table 6
Completer's self-evaluation by professional competencies.

	SK	KS	IT	CM	DS	D	RT	Full Scale
	12	12	12	12	12	12	12	12
Missing	0	0	0	0	0	0	0	0
Mean	11.50	14.00	8.08	8.50	11.75	8.75	7.92	70.50
Std. Deviation	1.168	1.348	1.240	1.168	.622	.622	1.379	5.885
Minimum	9	12	6	6	10	7	6	60
Maximum	12	15	9	9	12	9	9	75

DS1	2 (100%)	3.00	.000	3	3	X
DS2	2 (100%)	3.00	.000	3	3	X
DS3	2 (100%)	3.00	.000	3	3	X
DS4	2 (100%)	3.00	.000	3	3	X
D1	2 (100%)	3.00	.000	3	3	X
D2	2 (100%)	3.00	.000	3	3	X
D3	2 (100%)	3.00	.000	3	3	X
RT1	2 (100%)	3.00	.000	3	3	X
RT2	2 (100%)	3.00	.000	3	3	X
RT3	2 (100%)	3.00	.000	3	3	X

Note: The target mean for each premise is 2.00.

Table 8
Preschool completer's self-evaluation by professional competencies

	SK	KS	IT	CM	DS	D	RT	Full Scale
N	2	2	2	2	2	2	2	2
Missing	0	0	0	0	0	0	0	0
Mean	12.00	15.00	9.00	9.00	12.00	9.00	9.00	75.00
Std. Deviation	.000	.000	.000	.000	.000	.000	.000	.000
Minimum	12	15	9	9	12	9	9	75
Maximum	12	15	9	9	12	9	9	75
Target Met	X	X	X	X	X	X	X	X

Note. The legend for the professional competencies is SK= Dominion of subject: Theoretical and Practical Knowledge; KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment; IT= Use and Integration of Technology; CM= Management of Classroom Environment; DS= Disposition with Students and Commitment to the Profession; D= Diversity and RL= Reflective Thinking and Research. The target mean for each professional competency is: SK= 8.00, KS=10.00, IT= 6.00, CM= 6.00, DS= 8.00, D= 6.00 and RT= 6.00. The target mean for the full scale is 50.00.

K-3 Completers Professional Competencies Self-evaluation (IE-13)

The self-evaluation of professional competencies results has K-3 completers meeting all established targets for the premises. They also meet all the targets for the analysis by professional competencies. The results can be observed in Table 9 and in Table 10 .

Table 9

K-3 completer’s self-evaluation of professional competencies by item

Item	Very Acceptable	Acceptable	Inacceptable	Mean	SD	Minimum	Maximum	Target Met
SK1	5 (100%)			3.00	.000	3	3	X
SK2	5 (100%)			3.00	.000	3	3	X
SK3	5 (100%)			3.00	.000	3	3	X
SK4	5 (100%)			3.00	.000	3	3	X
KS1	4 (80%)	1 (20%)		2.80	.447	2	3	X
KS2	4 (80%)	1 (20%)		2.80	.447	2	3	X
KS3	4 (80%)	1 (20%)		2.80	.447	2	3	X
KS4	4 (80%)	1 (20%)		2.80	.447	2	3	X
KS5	4 (80%)	1 (20%)		2.80	.447	2	3	X
IT1	4 (80%)	1 (20%)		2.80	.447	2	3	X
IT2	3 (60%)	2 (40%)		2.60	.548	2	3	X
IT3	3 (60%)	2 (40%)		2.60	.548	2	3	X
CM1	4 (80%)	1 (20%)		2.80	.447	2	3	X
CM2	4 (80%)	1 (20%)		2.80	.447	2	3	X
CM3	4 (80%)	1 (20%)		2.80	.447	2	3	X
DS1	4 (80%)	1 (20%)		2.80	.447	2	3	X
DS2	5 (100%)			3.00	.000	3	3	X
DS3	5 (100%)			3.00	.000	3	3	X
DS4	4 (80%)	1 (20%)		2.80	.447	2	3	X
D1	5 (100%)			3.00	.000	3	3	X
D2	4 (80%)	1 (20%)		2.80	.447	2	3	X
D3	5 (100%)			3.00	.000	3	3	X

RT1	3 (60%)	2 (40%)	2.60	.548	2	3	X
RT2	3 (60%)	2 (40%)	2.60	.548	2	3	X
RT3	4 (80%)	1 (20%)	2.80	.447	2	3	X

Note. The target mean for each premise is 2.00.

Table 10
K-3 Completers self-evaluation by professional competencies

	SK	KS	IT	CM	DS	D	RT	Full Scale
N	5	5	5	5	5	5	5	5
Missing	0	0	0	0	0	0	0	0
Mean	12.00	14.00	8.00	8.40	11.60	8.80	8.00	70.80
Std. Deviation	.000	1.414	1.414	1.342	.894	.447	1.414	5.762
Minimum	12	12	6	6	10	8	6	61
Maximum	12	15	9	9	12	9	9	75
Target Met	X	X	X	X	X	X	X	X

Note. The legend for the professional competencies is SK= Dominion of subject: Theoretical and Practical Knowledge; KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment; IT= Use and Integration of Technology; CM= Management of Classroom Environment; DS= Disposition with Students and Commitment to the Profession; D= Diversity and RL= Reflective Thinking and Research. The target mean for each professional competency is: SK= 8.00, KS=10.00, IT= 6.00, CM= 6.00, DS= 8.00, D= 6.00 and RT= 6.00. The target mean for the full scale is 50.00.

4-6 Completers Professional Competencies Self-evaluation (IE-13)

The self-evaluation of professional competencies for 4-6 completers meeting all the established targets for the premises and for the professional competencies' analysis. The results can be observed in Table 10 and in Table 11 .

Table 10

4-6 completers professional competencies self-evaluation by item

Item	Very Acceptable	Acceptable	Inacceptable	Mean	SD	Minimum	Maximum	Target Met
SK1	1 (100%)			3.00	.000	3	3	X
SK2	1 (100%)			3.00	.000	3	3	X
SK3	1 (100%)			3.00	.000	3	3	X
SK4	1 (100%)			3.00	.000	3	3	X
KS1	1 (100%)			3.00	.000	3	3	X
KS2	1 (100%)			3.00	.000	3	3	X
KS3	1 (100%)			3.00	.000	3	3	X
KS4	1 (100%)			3.00	.000	3	3	X
KS5	1 (100%)			3.00	.000	3	3	X
IT1		1 (100%)		2.00	.000	2	2	X
IT2	1 (100%)			3.00	.000	3	3	X
IT3		1 (100%)		2.00	.000	2	2	X
CM1	1 (100%)			3.00	.000	3	3	X
CM2	1 (100%)			3.00	.000	3	3	X
CM3	1 (100%)			3.00	.000	3	3	X
DS1	1 (100%)			3.00	.000	3	3	X
DS2	1 (100%)			3.00	.000	3	3	X
DS3	1 (100%)			3.00	.000	3	3	X
DS4	1 (100%)			3.00	.000	3	3	X
D1	1 (100%)			3.00	.000	3	3	X
D2	1 (100%)			3.00	.000	3	3	X
D3	1 (100%)			3.00	.000	3	3	X
RT1	1 (100%)			3.00	.000	3	3	X
RT2	1 (100%)			3.00	.000	3	3	X
RT3	1 (100%)			3.00	.000	3	3	X

Note. The target mean for each premise is 2.00.

Table 11

4-6 completers self-evaluation by professional competencies

	SK	KS	IT	CM	DS	D	RT	Full Scale
N	1	1	1	1	1	1	1	1
Missing	0	0	0	0	0	0	0	0
Mean	12.00	15.00	7.00	9.00	12.00	9.00	9.00	73.00
Std. Deviation	.000	.000	.000	.000	.000	.000	.000	.000
Minimum	12	15	7	9	12	9	9	73
Maximum	12	15	7	9	12	9	9	73
Target Met	X	X	X	X	X	X	X	X

Note. The legend for the professional competencies is SK= Dominion of subject: Theoretical and Practical Knowledge; KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment; IT= Use and Integration of Technology; CM= Management of Classroom Environment; DS= Disposition with Students and Commitment to the Profession; D= Diversity and RL= Reflective Thinking and Research. The target mean for each professional competency is: SK= 8.00, KS=10.00, IT= 6.00, CM= 6.00, DS= 8.00, D= 6.00 and RT= 6.00. The target mean for the full scale is 50.00.

Elementary English Completers Professional Competencies Self-evaluation (IE-13)

The self-evaluation of professional competencies for elementary English completers met all the established targets for the premises and for the professional competencies' analysis. The results can be observed in Table 12 and in Table 13 .

Table 12

English elementary completers professional competencies self-evaluation by item

Item	Very Acceptable	Acceptable	Inacceptable	Mean	SD	Minimum	Maximum	Target Met
SK1	2 (100%)			3.00	.000	3	3	X
SK2	1 (50%)	1 (50%)		2.50	.707	2	3	X
SK3	1 (50%)	1 (50%)		2.50	.707	2	3	X
SK4	1 (50%)	1 (50%)		2.50	.707	2	3	X
KS1	2 (100%)			3.00	.000	3	3	X
KS2	1 (50%)	1 (50%)		2.50	.707	2	3	X
KS3	2 (100%)			3.00	.000	3	3	X

Item	Very Acceptable	Acceptable	Inacceptable	Mean	SD	Minimum	Maximum	Target Met
KS4	1 (50%)	1 (50%)		2.50	.707	2	3	X
KS5	1 (50%)	1 (50%)		2.50	.707	2	3	X
IT1	1 (50%)	1 (50%)		2.50	.707	2	3	X
IT2	1 (50%)	1 (50%)		2.50	.707	2	3	X
IT3	1 (50%)	1 (50%)		2.50	.707	2	3	X
CM1	1 (50%)	1 (50%)		2.50	.707	2	3	X
CM2	1 (50%)	1 (50%)		2.50	.707	2	3	X
CM3	1 (50%)	1 (50%)		2.50	.707	2	3	X
DS1	2 (100%)			3.00	.000	3	3	X
DS2	2 (100%)			3.00	.000	3	3	X
DS3	2 (100%)			3.00	.000	3	3	X
DS4	2 (100%)			3.00	.000	3	3	X
D1	2 (100%)			3.00	.000	3	3	X
D2	2 (100%)			3.00	.000	3	3	X
D3	2 (100%)			3.00	.000	3	3	X
RT1	2 (100%)			3.00	.000	3	3	X
RT2	2 (100%)			3.00	.000	3	3	X
RT3	1 (50%)	1 (50%)		2.50	.707	2	3	X

Note. The target mean for each premise is 2.00

Table 13
Elementary English completers self-evaluation by professional competencies

	SK	KS	IT	CM	DS	D	RT	Full Scale
N	2	2	2	2	2	2	2	2
Missing	0	0	0	0	0	0	0	0
Mean	10.50	13.50	7.50	7.50	12.00	9.00	6.50	66.50
Std. Deviation	2.121	2.121	2.121	2.121	.000	.000	.707	9.192
Minimum	9	12	6	6	12	9	6	60

Maximum	12	15	9	9	12	9	7	73
Target Met	X	X	X	X	X	X	X	X

Note. The legend for the professional competencies is SK= Dominion of subject: Theoretical and Practical Knowledge; KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment; IT= Use and Integration of Technology; CM= Management of Classroom Environment; DS= Disposition with Students and Commitment to the Profession; D= Diversity and RL= Reflective Thinking and Research. The target mean for each professional competency is: SK= 8.00, KS=10.00, IT= 6.00, CM= 6.00, DS= 8.00, D= 6.00 and RT= 6.00. The target mean for the full scale is 50.00.

Special Education Completers Professional Competencies Self-evaluation (IE-13)

The results for the self-evaluation of professional competencies for elementary English completers meeting all the established targets for the premises and for the analysis by professional competencies. The results can be observed in Table 14 and 15

Table 14
Elementary English completers self-evaluation by professional competencies

Item	Very Acceptable	Acceptable	Inacceptable	Mean	SD	Minimum	Maximum	Target Met
SK1	1 (50%)	1 (50%)		2.50	.707	2	3	X
SK2	1 (50%)	1 (50%)		2.50	.707	2	3	X
SK3	1 (50%)	1 (50%)		2.50	.707	2	3	X
SK4	2 (100%)			3.00	.000	3	3	X
KS1		2 (100%)		2.00	.000	2	2	X
KS2	1 (50%)	1 (50%)		2.50	.707	2	3	X
KS3	1 (50%)	1 (50%)		2.50	.707	2	3	X
KS4	2 (100%)			3.00	.000	3	3	X
KS5	2 (100%)			3.00	.000	3	3	X
IT1	2 (100%)			3.00	.000	3	3	X
IT2	1 (50%)	1 (50%)		2.50	.707	2	3	X
IT3	2 (100%)			3.00	.000	3	3	X
CM1	2 (100%)			3.00	.000	3	3	X

CM2	2 (100%)		3.00	.000	3	3	X
CM3	2 (100%)		3.00	.000	3	3	X
DS1	2 (100%)		3.00	.000	3	3	X
DS2	1 (50%)	1 (50%)	2.50	.707	2	3	X
DS3	2 (100%)		3.00	.000	3	3	X
DS4	2 (100%)		3.00	.000	3	3	X
D1	2 (100%)		3.00	.000	3	3	X
D2	1 (50%)	1 (50%)	2.50	.707	2	3	X
D3	1 (50%)	1 (50%)	2.50	.707	2	3	X
RT1	1 (50%)	1 (50%)	2.50	.707	2	3	X
RT2	1 (50%)	1 (50%)	2.50	.707	2	3	X
RT3	1 (50%)	1 (50%)	2.50	.707	2	3	X

Note. The target for each premise is 2.00.

Table 15
Elementary English completers self-evaluation by professional competencies

	SK	KS	IT	CM	DS	D	RT	Full Scale
N	2	2	2	2	2	2	2	2
Missing	0	0	0	0	0	0	0	0
Mean	10.50	13.00	8.50	9.00	11.50	8.00	7.50	68.00
Std. Deviation	2.121	1.414	.707	.000	.707	1.414	2.121	8.485
Minimum	9	12	8	9	11	7	6	62
Maximum	12	14	9	9	12	9	9	74
Target Met	X	X	X	X	X	X	X	X

Note. The legend for the professional competencies is SK= Dominion of subject: Theoretical and Practical Knowledge; KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment; IT= Use and Integration of Technology; CM= Management of Classroom Environment; DS= Disposition with Students and Commitment to the Profession; D= Diversity and RL= Reflective Thinking and Research. The target mean for each professional competency is: SK= 8.00, KS=10.00, IT= 6.00, CM= 6.00, DS= 8.00, D= 6.00 and RT= 6.00. The target mean for the full scale is 50.00.

3. Satisfaction of Employers: IAUPR’s Survey to Employers (CAEP 4.3)

TEP is using as measure the IAUPR’s Survey which offers the data that the 4 employers surveyed, indicated that they were very satisfied in the first administration in November 2016. This survey is administered every two years therefore the next administration will be in November 2018. The 4 School Directors surveyed indicated that it is very important for them to hire IAUPR Fajardo Campus graduates, therefore we can infer that they are very satisfied with the graduates they have hired and supervised in their schools.

Questions	Categories	f	%
.	Private	0	0
	Public	4	100%
	Non-profit	0	0
	Total	4	100%
Do many employees have their organization?	1-5 Employees	0	0
	6-25 Employees	1	25
	26-99 Employees	3	75%
	100 or more employees	0	0
	Total	4	100%
Did many graduates from the Inter-American University Found working in Your organization?	1-5 Alumni	2	50%
	6-25 Alumni	2	50%
	26-99 Alumni	0	0
	100 or more graduates	0	0
	It is unknown	0	0
	Total	4	100%
Typical educational level of your employees	Fourth year of high school	0	0
	Technical Certificate	0	0
	Associate Degree	0	0
	High school	0	0

Questions	Categories	f	%
	Master	4	100%
	Doctorate	0	0
	Total	4	100%
How important is it to hire graduates from the program? Teacher Education?	Very Important	4	100%
	Important	0	0
	Little Important	0	0
	Nothing important	0	0
	Total	4	100%

The second measure used from the TEP is the EPP created assessment Employer Survey – IP-12. THE TEP is trying to locate our 2018 graduates and it has been impossible. Data from the DEPR tells us that our 2018 graduates has not been employed. Therefore

Employers Evaluation of Fajardo TEP completers(IP_12)

The following are the descriptive results of the Employers Evaluation of TEP completers from the administration of the IP-12 Questionnaire. The sample is composed of five employers that evaluated five TEP completer’s professional competencies. The survey is the IP-12, composed of 25 premises that evaluate seven professional competencies. The scales have three levels that go from very acceptable (3) to not acceptable (1). The premises, areas and codification can be seen in the following table:

Table 17

Professional competencies evaluated, premises and codifications

Areas Evaluated by Completers	Premise	Codification
Dominion of subject: Theoretical and Practical Knowledge	Designed class in accordance with the contents and expectations of the taught subject.	SK1
Dominion of subject: Theoretical and Practical Knowledge	Designed and completed learning activities specifically design to meet the cognitive, developmental, social, linguistic and emotional levels of their students.	SK2
Dominion of subject: Theoretical and Practical Knowledge	Design and completed learning experiences that were clearly, pertinent and specific to the content taught.	SK3
Dominion of subject: Theoretical and Practical Knowledge	Design and completed learning experiences that integrate the content of different subjects.	SK4
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Redacts class objectives in procedural and conceptual terms. In addition, promotes learning experiences relevant to the student context.	KS1
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Redacts questions, at different levels of thinking, in accordance with the subjects he teaches.	KS2

Areas Evaluated by Completers	Premise	Codification
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Used strategies and teaching techniques in accordance to subject and class objectives.	KS3
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Used programs, technological equipment, didactic materials and web links in the teaching and learning process available in accordance with the subject taught.	KS4
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Used results of assessments and tests to plan teaching and differentiated instruction activities.	KS5
Use and Integration of Technology	Design learning experiences that integrated programs, technological equipment and web inks that are in accordance with the subject taught.	IT1
Use and Integration of Technology	Used technology to develop the information search and presentation skills of students.	IT2
Use and Integration of Technology	Used the available technology to provide technological assistance, accommodations and differentiated instruction.	IT3
Management of Classroom Environment	I maintain a respectful environment that promotes positive social interactions in the classroom.	CM1
Management of Classroom Environment	I facilitate an environment that promotes the attention and motivation of students in the classroom.	CM2
Management of Classroom Environment	Learning activities promote the active collaboration and participation of students in their learning.	CM3
Disposition with Students and Commitment to the Profession	I exhibit an ethical and appropriate conduct in accordance with my functions and responsibility as a teacher.	DS1
Disposition with Students and Commitment to the Profession	I exhibit a professional and receptive attitude outside of the school setting.	DS2
Disposition with Students and Commitment to the Profession	I participate in professional, extracurricular and community activities outside.	DS3
Disposition with Students and Commitment to the Profession	I demonstrated my commitment with my professional development in diverse activities of professional development.	DS4
Diversity	Planned and adapted activities that attend individual, language and cultural differences.	D1

Areas Evaluated by Completers	Premise	Codification
Diversity	Adapted the teaching process to attend student-differentiated necessities.	D2
Diversity	I consistently show sensibility and understanding towards the student's diversity in the classroom.	D3
Reflective Thinking and Research	I formulate questions that stimulate my students and promote critical and reflective thinking.	RT1
Reflective Thinking and Research	I plan learning experiences that promote the development of research skills among students.	RT2
Reflective Thinking and Research	I provide learning experiences that help students find solution to their problems, make decisions and enhance their creativity.	RT3

The completers evaluated by the employers teach the 8th (25%), 10th (25%) and 12th grade (50%). Most employers (60%) reported that Fajardo TEP quality is excellent, presented in the following table.

Table 18

Employers Opinion on Fajardo's TEP

		Frequency	Percent
Valid	Excellent	3	60.0
	Good	2	40.0
	Satisfactory	0	0
	Deficient	0	0
	Poor	0	0
	Total	5	100.0

In addition, all employers mentioned that they would hire Fajardo TEP completers and be willing to participate as a Practice Center. Most Employers (60%) also reported that completers from Fajardo TEP are very prepared and demonstrate knowledge, skills and compromise (See the following table).

Table 19

Employers Opinion on Fajardo TEP Completers

	Frequency	Percent
Very Prepared	3	60.0
Adequately Prepared	2	40.0
Inadequately Prepared	0	0
Not Prepared	0	0
Total	5	100.0

The results of the employer evaluation from the IP-12 questionnaire, revealed that Fajardo TEP completers met the goals in all the premises measured. The results of the factor analysis revealed that Fajardo TEP also met the all the goals for each of the areas measured. The results can be seen in the following table:

Table 20

Employers Evaluation of Fajardo TEP completers by Item from the IP-12 Questionnaire

Item	Very Acceptable	Acceptable	Inacceptable	Mean	SD	Minimum	Maximum	Target Met
DS1	5 (100%)			3.00	.000	3	3	X
DS2	4 (80%)	1 (20%)		2.80	.447	2	3	X
DS3	5 (100%)			3.00	.000	3	3	X

DS4	5 (100%)		3.00	.000	3	3	X
KS1	3 (60%)	2 (40%)	2.60	.548	2	3	X
KS2	3 (60%)	2 (40%)	2.60	.548	2	3	X
KS3	5 (50%)		3.00	.000	3	3	X
KS4	3 (60%)	2 (40%)	2.60	.548	2	3	X
KS5	3 (60%)	2 (40%)	2.60	.548	2	3	X
IT1	4 (80%)	1 (20%)	2.80	.447	2	3	X
IT2	3 (60%)	2 (40%)	2.60	.548	2	3	X
IT3	2 (40%)	3 (60%)	2.40	.548	2	3	X
CM1	5 (100%)		3.00	.000	3	3	X
CM2	5 (100%)		3.00	.000	3	3	X
CM3	5 (100%)		3.00	.000	3	3	X
DS1	5 (100%)		3.00	.000	3	3	X
DS2	5 (100%)		3.00	.000	3	3	X
DS3	5 (100%)		3.00	.000	3	3	X
DS4	5 (100%)		3.00	.000	3	3	X
D1	3 (60%)	2 (40%)	2.60	.548	2	3	X
D2	4 (80%)	1 (20%)	2.80	.447	2	3	X
D3	5 (100%)		3.00	.000	3	3	X
RT1	4 (80%)	1 (20%)	2.80	.447	2	3	X
RT2	4 (80%)	1 (20%)	2.80	.447	2	3	X
RT3	4 (80%)	1 (20%)	2.80	.447	2	3	X

Table 21

Employers Evaluation of Fajardo TEP completers by Factor

	DS Total	KS Total	IT Total	CM	DS	D	RT	Sum of Scales
Valid	5	5	5	5	5	5	5	5
Mis sing	0	0	0	0	0	0	0	0

Mean	11.80	13.40	7.80	9.00	12.00	8.40	8.40	70.80
Std. Deviation	.447	1.817	1.304	.000	.000	.894	1.342	4.604
Minimum	11	11	6	9	12	7	6	64
Maximum	12	15	9	9	12	9	9	75
Target Met	X	X	X	X	X	X	X	X

Reliability: .88 Good

4. Satisfaction of Completers: Completers Satisfaction Surveys (CAEP 4.4)

The evidences sources for the satisfaction of completers is the IAUPR' Alumni survey, proprietary Assessment, PCMAS' survey to Candidates at completion (proprietary Assessment) and Fajardo Local assessment from the IE-12 Survey. Data will be presented separately.

Evidence 4.4.4.

Results of the Premise # 19 of the College Board of Puerto Rico and America Latina (CBPRLA Acronym) in relation to the satisfaction of the preparation receives in the TEP as a Teacher.

This survey is administered by the CBPRLA to completers or candidates interested in applying for the PCMAS Test. This test should be taken at the end of the candidate's preparation, but the IAUPR does not require the TEP candidate to take the Test for graduation purposes or even pass the Test to graduation. The College Board send each institution that has a TEP, an institutional Report of the performance of the TEP campus candidates or graduates who took the test and compared TEP passing scores performance (institution) with the Statewide passing scores. Also, not everyone who answer this survey, took the PCMAS test. The final part of this Report offers the results of a survey that the applicants fill the moment they are applying to take the PCMAS Test. The purpose of this survey y to gather academic and socioeconomic information of those that are applying, also it offers their opinions regarding the TEP they are studying according to the questions in the survey. These results are utilized in the TEP as an external source since, it offers an additional information regarding the quality of the preparation perceived through an external reliable and valid source.

The question # 19 of the survey, asks completers who are applying to take the test, to evaluate their satisfaction of the preparation received as a Teacher from the FC TEP, using a five point Likert Scale where (5) Very Satisfied, (4) is Moderately Satisfied, (3) is Satisfied , (2) Less Satisfied and (1) is unsatisfied . TEP examine the results of the Questionnaire that the Completers and Candidates fill prior to taking the PCMAS Test (results sent to the institution as part of the PCMAS Institutional Report) regarding candidates /graduate's satisfaction of the preparation received in the TEP. Premise # 19 years 2014-16. For satisfaction mastery purposes the Fajardo TEP will be using Moderately Satisfied as satisfaction of mastery accepted.

In Year 2014, 58% of the FC TEP graduates that filled the survey were very satisfied and 25 % were satisfied of the preparation received as a teacher, totaling 83% of accepted FC TEP satisfaction (Moderately Satisfaction is the FC TEP accepted satisfaction of mastery) compared to 90 % statewide satisfaction. In Year 2015, 74 % of the FC TEP graduates that filled the survey were very satisfied and 23 % were satisfied of the preparation received as a teacher, totaling 97 % of accepted FC TEP satisfaction of mastery (Moderately Satisfaction is the FC TEP satisfaction) compared to 90 % statewide satisfaction In Year 2016, 58 % of the FC TEP graduates that filled the survey were very satisfied and 25 % were satisfied of the preparation received as a teacher, , totaling 83 % of accepted FC TEP satisfaction (Moderately Satisfaction is the FC TEP satisfaction of mastery) compared to 91 % statewide satisfaction.

Comparing these results from the results obtained by the Fajardo TEP Graduate Satisfaction Surveys years 2015 and 201 are similar in falling between Moderately Satisfied to Very Satisfied with their preparation (mastery) as a teacher. (See Institutional Report Results from College Board of PR, Premise # 19, page 48 Year 2014, Premise # 19, year 2015, page 48, Premise # 19-year 2016, page 20.

Table 30

Premise # 19: How satisfied do you feel regarding the preparation receives as a Teacher?

Scale <i>Premise # 19</i>	Fajardo TEP year 2014		Fajardo TEP year 2015		Fajardo TEP year 2016	
	FREQ	%	FREQ	%	FREQ	%
Very Satisfied	20	67	23	74	14	58
Moderately Satisfied	7	23	7	23	6	25
Satisfied	3	10	1	3	4	17
Less Satisfied	0	0	0	0	0	0
Unsatisfied	0	0	0	0	0	0

Source: College Board PCMAS Institutional Report Years 2014, page 48, 2015, page 19 and 2016, page 2

Mean of satisfaction accepted by the TEP is 3

TEP also is using the IAUPR proprietary assessment- Graduate Survey administered by mail during April 2016 to graduates from years 2011-12 al 2013-14. The responses were anonymous. The instrument was developed in the IAUPR Central Office of Assessment, Academic Affairs and Planning and revised and approved by the Central Office Assessment Committee and Academic affairs from the Systemic Council. A total of eight (8) graduates from the Fajardo TEP participated in the survey. The following table tells the TEP that eight (100%) of the graduates indicated that it was very important (57%) to important (43%) the preparation received in the Fajardo TEP , therefore the TEP is inferring that all eight graduates are satisfied with their preparation , where the TEP mastery mean of satisfaction was 3 . This instrument will be administered again in 2018.

Table 31

TEP level of importance/satisfaction from the IAUPR Graduate Survey years 2011 to 2014 and administered in year 2016.

How important was the preparation you received at the Fajardo Inter-American University for the position you are occupying?	Very Important	4	57%
	Moderately Important	3	43%
	Something Important	0	0
	Nothing Important	0	0
	Total	7	100%

Alpha Reported from the IAUPR Planning Office was. 89

Questionnaire also asks how much the academic program contributed to the development of the graduates professional skills and competencies .

Competences	Alternatives	f	%
1. The philosophical, psychological and sociological foundations that serve as a basis	A lot	5	83%
	pretty much	0	0
	Little	1	17

Competences	Alternatives	f	%
for education and give direction to pedagogical practice.	Nothing	0	0
	Total	6	100%
2. The processes of building cognitive, affective and psychomotor learning through the different stages of human development.	A lot	5	83%
	pretty much	0	0
	Little	1	17
	Nothing	0	0
	Total	6	100%
3. The importance of creating a harmonious physical and social environment that is moderating to the diversity of social groups and to the individual needs and interests of students.	A lot	5	83%
	pretty much	1	17
	Little	0	0
	Nothing	0	0
	Total	6	100%
4. The laws, regulations and procedures of the education system, as well as the ethical, legal and social implications of their professional performance.	A lot	4	67%
	pretty much	2	33%
	Little	0	0
	Nothing	0	0
	Total	6	100%
5. The implications and importance of the integration of parents and other sectors of society into the educational work of the school community.	A lot	3	50%
	pretty much	2	33%
	Little	1	17
	Nothing	0	0
	Total	6	100%
6. To integrate to the pedagogical practice the theoretical principles that base the education.	A lot	4	67%
	pretty much	1	17
	Little	1	17
	Nothing	0	0
	Total	6	100%

Competences	Alternatives	f	%
7. To plan the learning of the students integrating teaching strategies with scientific base in the instructional design.	A lot	3	50%
	pretty much	2	33%
	Little	0	0
	Nothing	1	17
	Total	6	100%
8. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject he teaches.	A lot	5	83%
	pretty much	0	0
	Little	0	0
	Nothing	1	17
	Total	6	100%
9. Apply the complementary processes of the evaluation, the Assessment and measurement to determine the effectiveness of teaching and learning processes and to make decisions conducive to improving the learning of all students.	A lot	4	67%
	pretty much	2	33%
	Little	0	0
	Nothing	0	0
	Total	6	100%
10. Apply research and technological advances as resources to broaden knowledge and innovate and improve pedagogical practice.	A lot	5	83%
	pretty much	1	17
	Little	0	0
	Nothing	0	0
	Total	6	100%
11. Use existing computerized and educational resources to integrate technology into your area or teaching discipline.	A lot	5	83%
	pretty much	0	0
	Little	0	0
	Nothing	1	17
	Total	6	100%
	A lot	4	67%
	pretty much	2	33%

Competences	Alternatives	f	%
12. Use varied educational and technological resources to facilitate the learning of diverse student populations.	Little	0	0
	Nothing	0	0
	Total	6	100%
13. Use communication skills effectively to develop students ' understanding of learning.	A lot	4	67%
	pretty much	1	17
	Little	1	17
	Nothing	0	0
	Total	6	100%
14. Demonstrate respect and tolerance to individual and cultural differences of students in the educational setting.	A lot	5	83%
	pretty much	0	0
	Little	1	17
	Nothing	0	0
	Total	6	100%
15. Demonstrate a positive and binding attitude between professional development and academic needs of students.	A lot	4	67%
	pretty much	1	17
	Little	1	17
	Nothing	0	0
	Total	6	100%
16. To demonstrate a critical and creative attitude towards the management of information available in different sources related to the discipline of teaching.	A lot	4	67%
	pretty much	1	17
	Little	1	17
	Nothing	0	0
	Total	6	100%
17. Assume leadership roles and professional responsibility in the different educational scenarios and community contexts to promote	A lot	5	83%
	pretty much	1	17
	Little	0	0
	Nothing	0	0
	Total	6	100%

Competences	Alternatives	f	%
the learning and the integral development of the students.	Total	6	100%

Data from this questionnaire also tells us how much the academic program contributed to the development of the graduate professional skills and the results were very consistent in telling us that 83% to 100% of the graduates from the TEP years 2011 to 2014 and administered in year 2016 understand that the program contributed between pretty much to too much (PEM established that the accepted mean for contribution in the survey was a mean of 3.0 or above.- pretty much). One (1) graduate from the TEP was consistent in telling us that the program contributed little in 11 out of 17 competencies.

Completers Satisfaction with the Fajardo TEP (EGRE-S15)

This section includes the results of a survey that compiled information on the completer's satisfaction with the Fajardo TEP. The satisfaction survey is composed of 18 premises that evaluate seven areas of professional competency. The codification of each premise and the area can be observed in Table 32. The TEP established a mean of 4.00 or more to determine success in the premise. The results of the satisfaction survey by item revealed that Fajardo TEP met the goals in all premises measured and in all professional competencies. The results can be seen in Table 33 and Table 34.

Table 32

Areas evaluated, premises and codes assigned of the satisfaction survey

Areas Evaluated	Premises	Codes
Content	The curricular contents (knowledge and skills) of the program developed the mastery of the subject they teach.	C1
Content	The activities of the courses promoted reflection and analysis skills regarding the relevance of what was learned for use in my professional life, in the classroom and staff.	C2
Content	The curricular contents (knowledge and skills) fulfilled the expectation of developing the fundamental contents of specialty and school level.	C3
Content	The courses taken were useful for my personal and professional training.	C4

Areas Evaluated	Premises	Codes
Content	The courses prepared me to use various strategies and activities to promote student learning.	C5
Content	The learning experiences enabled me to develop the ability to write tests that challenge the different levels of thinking in tune with the strengths and needs of the students.	C6
Content	The courses enable me to develop various assessment and measurement instruments that are consistent with the objectives and content of the subject I teach.	C7
Knowledge and skills in instruction and pedagogy	The courses of my specialty taken prepared me to design and plan my classes so that I can demonstrate systematization in the development of concepts and cognitive, affective and psychomotor skills.	KS1
Knowledge and skills in instruction and pedagogy	The contents of the courses taken developed in me the ability to effectively use the instructional materials in such a way that they help in the acquisition of the concepts, skills and desirable attitudes of the students.	KS2
Knowledge and skills in instruction and pedagogy	the curricular contents helped me to develop the ability to carry out activities that provide the opportunity for the systematic development of critical thinking skills and specific contents of the subject according to the level of the students	KS3
Attention to diversity in the classroom	The curricular contents (knowledge and skills) prepared me to develop the skill in the selection, design and preparation of instructional materials that facilitate the teaching and learning processes of the diversity of students in the classroom.	AD1
Attention to diversity in the classroom	The courses taken enable me to adapt the teaching and learning process with the purpose of providing the equitable conditions to attend students with special needs.	AD2
Attention to diversity in the classroom	The learning experiences strengthened in me the ability to understand individual differences, adapt daily planning to respond to individual needs and strengths and develop varied activities that challenge different levels of student thinking.	AD3
Integration of Technology	In the courses taken, the integration and use of technology in the classroom is promoted	IT1

Areas Evaluated	Premises	Codes
Integration of Technology	Courses promoted in the search for additional information to complement what learned to use emerging technology	IT2
Reflective Thinking and Research Skills	The research course in the classroom trained me in the research methodology, search for information, and use of data that can answer the research problem formulated	RT1
Reflective Thinking and Research Skills	The courses taken helped me in the process of facilitating the students to promote research in the classrooms	RT2
Reflective Thinking and Research Skills	The courses of the program promoted the research skills necessary for the exercise of the profession	RT3

Table 33
Completers satisfaction with Fajardo TEP by item

Item	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
C1	5 (41.7%)	4 (33.3%)	3 (25%)			4.17	.835	3	5	X
C2	7 (58.3%)	2 (16.7%)	3 (25%)			4.33	.888	3	5	X
C3	5 (41.7%)	4 (33.3%)	1 (8.3%)	2 (16.7%)		4.00	1.128	2	5	X
C4	5 (41.7%)	4 (33.3%)	2 (16.7%)	1 (8.3%)		4.08	.996	2	5	X

C5	5 (41.7 %)	4 (33.3 %)	3 (25%)		4.1 7	.83 5	3	5	X
C6	5 (41.7 %)	4 (33.3 %)	3 (25%)		4.1 7	.83 5	3	5	X
C7	6 (50%)	3 (25%)	2 (16.7 %)	1 (8.3%)	4.1 7	1.0 30	2	5	X
KS 1	4 (33.3 %)	5 (41.7 %)	3 (25%)		4.0 8	.79 3	3	5	X
KS 2	2 (16.7 %)	8 (66.7 %)	2 (16.7 %)		4.0 00	.60 3	3	5	X
KS 3	3 (25%)	6 (50%)	3 (25%)		4.0 0	.73 9	3	5	X
A D1	5 (41.7 %)	5 (41.7 %)	2 (16.7 %)		4.2 5	.75 4	3	5	X
A D2	5 (41.7 %)	5 (41.7 %)	2 (16.7)		4.2 5	.75 4	3	5	X
A D3	6 (50%)	3 (25%)	3 (25%)		4.2 5	.86 6	3	5	X
IT 1	9 (75%)	1 (8.3%)	2 (16.7 %)		4.5 8	.79 3	3	5	X
IT 2	6 (50%)	3 (25%)	3 (25%)		4.2 5	.86 6	3	5	X
RT 1	4 (33.3 %)	5 (50%)	3 (33.3 %)		4.0 8	.79 3	3	5	X

RT 2	6 (50%)	3 (25%)	2 (16.7 %)	1 (8.3%)	4.1 7	1.0 30	2	5	X
RT 3	5 (41.7 %)	4 (33.3 %)	3 (25%)		4.1 7	.83 5	3	5	X

Note. The target mean for each premise 4.00.

Table 34
Completers satisfaction with Fajardo TEP by professional competencies

		C	KS	AD	IT	RS	Full Scale
N		12	12	12	12	12	12
	Missing	0	0	0	0	0	0
Mean		29.08	12.08	12.75	8.83	12.42	75.17
Std. Deviation		5.946	1.881	2.179	1.528	2.429	13.361
Minimum		19	9	9	6	9	52
Maximum		35	15	15	10	15	90
Target Met		X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; KS= Knowledge and skills in instruction and pedagogy; AD= Attention to diversity in the classroom; IT= Integration of Technology and Reflective Thinking and Research Skills= RS. The target mean for the professional competencies is C= 28.00, KS= 12.00, AD= 12.00, IT= 8.00, Reflective Thinking and Research Skills= 12.00. The target mean for the full scale is 64.00.

The results of the completer's satisfaction survey were also analyzed by specialties. The specialties of the completers were pre-school, K-3, 4-6, Elementary English and Special Education.

Pre-school completers Satisfaction with Fajardo TEP (EGRE-S15)

The results of the satisfaction survey by item revealed that Fajardo TEP met the goals in 16 of the 18 premises measured. The areas where they did not meet the established goals are content and reflective thinking. Despite this, Fajardo TEP met the goals by professional competencies. The results can be seen in table 35 and Table 36.

Table 35
Pre-school completers satisfaction with Fajardo TEP by item

Item	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
C1	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C2	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C3	1 (50%)			1 (50%)		3.50	2.121	2	5	
C4	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C5	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C6	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C7	2 (100%)					5.00	.000	5	5	X
KS1	2 (100%)					5.00	.000	5	5	X
KS2	1 (50%)	1 (50%)				4.50	.707	4	5	X
KS3	1 (50%)		1 (50%)			4.00	1.414	3	5	X
A D1	1 (50%)	1 (50%)				4.50	.707	4	5	X
A D2	2 (100%)					5.00	.000	5	5	X
A D3	1 (50%)		1 (50%)			4.00	1.414	3	5	X

Item	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
IT 1	2 (100%)					5.00	.000	5	5	X
IT 2	1 (50%)		1 (50%)			4.00	1.414	3	5	X
RS 1	1 (50%)	1 (50%)				4.50	.707	4	5	X
RS 2	1 (50%)			1 (50%)		3.50	2.121	2	5	
RS 3	1 (50%)		1 (50%)			4.00	1.414	3	5	X

Note. The target note for each premise is 4.00.

Table 36
Pre-School Completers Satisfaction with Fajardo TEP by professional competencies

	C	KS	AD	IT	RS	Full Scale
N	2	2	2	2	2	2
Missing	0	0	0	0	0	0
Mean	28.50	13.50	13.50	9.00	12.00	76.50
Std. Deviation	9.192	2.121	2.121	1.414	4.243	19.092
Minimum	22	12	12	8	9	63
Maximum	35	15	15	10	15	90
Target Met	X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; KS= Knowledge and skills in instruction and pedagogy; AD= Attention to diversity in the classroom; IT= Integration of Technology and Reflective Thinking and Research Skills= RS. The target mean for the professional competencies is C= 28.00, KS= 12.00, AD= 12.00, IT= 8.00, Reflective Thinking and Research Skills= 12.00. The target mean for the full scale is 64.00.

K-3 Completers Satisfaction with Fajardo TEP (EGRE-S15)

The results of the satisfaction survey by item revealed that Fajardo TEP met the goals in 6 of the 18 premises measured. The areas where they did not meet the goal are content, knowledge, skills, diversity and reflective thinking. The results of the analysis by professional competencies revealed that Fajardo TEP only met the goal for one of the areas measured. The results can be seen in Table 37 and Table 38 .

Table 37

K-3 completers satisfaction with Fajardo TEP by item

	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
C1	1 (20%)	2 (40%)	2 (40%)			3.80	.837	3	5	
C2	3 (60%)	2 (40%)				4.20	1.095	3	5	X
C3	1 (20%)	2 (40%)	1 (20%)	1 (20%)		3.60	1.140	2	5	
C4	1 (20%)	2 (40%)	1 (20%)	1 (20%)		3.60	1.140	2	5	
C5	1 (20%)	2 (40%)	2 (40%)			3.80	.837	3	5	
C6	1 (20%)	2 (40%)	2 (40%)			3.80	.837	3	5	
C7	1 (20%)	1 (20%)	2 (40%)	1 (20%)		3.40	1.140	2	5	
KS 1		2 (40%)	3 (60%)			3.40	.548	3	4	
KS 2		3 (60%)	2 (40%)			3.60	.548	3	4	
KS 3		3 (60%)	2 (40%)			3.60	.548	3	4	

A	1	2	2	3.	.83	3	5	
D1	(20%)	(40%)	(40%)	80	7			
A	1	2	2	3.	.83	3	5	
D2	(20%)	(40%)	(40%)	80	7			
A	2	1	2	4.	1.0	3	5	X
D3	(40%)	(20%)	(40%)	00	00			
IT	3	2		4.	1.0	3	5	X
1	(60%)	(40%)		20	95			
IT	2	1	2	4.	1.0	3	5	X
2	(40%)	(20%)	(40%)	00	00			
RS	1	2	2	3.	.83	3	5	
1	(20%)	(40%)	(40%)	80	7			
RS	2	1	2	4.	1.0	3	5	X
2	(40%)	(20%)	(40%)	00	00			
RS	2	1	2	4.	1.0	3	5	X
3	(40%)	(20%)	(40%)	00	00			

Note. The target mean for each premise is 4.00.

Table 38

K-3 Completers Satisfaction with Fajardo TEP by professional competencies.

		C	KS	AD	IT	RS	Full Scale
N		5	5	5	5	5	5
	Missing	0	0	0	0	0	0
Mean		26.20	10.60	11.60	8.20	11.80	68.40
Std. Deviation		6.221	1.517	2.608	2.049	2.675	14.741
Minimum		19	9	9	6	9	52
Maximum		32	12	15	10	15	83
Target Met					X		

Note. The legend for the professional competencies is: Dominion of subject: C= Content; KS= Knowledge and skills in instruction and pedagogy; AD= Attention to diversity in the classroom; IT= Integration of Technology and Reflective Thinking and Research Skills= RS. The target mean for the professional competencies is C= 28.00, KS= 12.00, AD= 12.00, IT= 8.00, Reflective Thinking and Research Skills= 12.00. The target mean for the full scale is 64.00.

4-6 LEVEL , Completers Satisfaction with Fajardo TEP (EGRE-S15)

The results of the satisfaction survey revealed that Fajardo TEP met the goals in all the premises measured and in all the professional competencies. The results can be observed in Table 39 and Table 40

Table 39

4-6 completers satisfaction with Fajardo TEP by item

Item	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
C1	1 (100%)					5.00	.00	5	5	X
C2	1 (100%)					5.00	.00	5	5	X
C3	1 (100%)					5.00	.00	5	5	X
C4	1 (100%)					5.00	.00	5	5	X
C5	1 (100%)					5.00	.00	5	5	X

C6	1 (100%))		5. 00	.0 00	5	5	X
C7	1 (100%))		5. 00	.0 00	5	5	X
KS 1	1 (100%))		5. 00	.0 00	5	5	X
KS 2		1 (100%))	4. 00	.0 00	4	4	X
KS 3		1 (100%))	4. 00	.0 00	4	4	X
A D1	1 (100%))		5. 00	.0 00	5	5	X
A D2	1 (100%))		5. 00	.0 00	5	5	X
A D3	1 (100%))		5. 00	.0 00	5	5	X
IT 1	1 (100%))		5. 00	.0 00	5	5	X
IT 2	1 (100%))		5. 00	.0 00	5	5	X
RS 1	1 (100%))		5. 00	.0 00	5	5	X

RS 2	1 (100%)		5. 00	.0 00	5	5	X
RS 3	1 (100%)		4. 00	.0 00	4	4	X

Note. The target mean for each premise is 4.00.

Table 40
4-6 Level completers satisfaction with Fajardo TEP by professional competencies

	C	KS	AD	IT	RS	Full Scale
N	1	1	1	1	1	1
Missing	0	0	0	0	0	0
Mean	35.00	13.00	15.00	10.00	14.00	87.00
Std. Deviation	.000	.000	.000	.000	.000	.000
Minimum	35	13	15	10	14	87
Maximum	35	13	15	10	14	87
Target Met	X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; KS= Knowledge and skills in instruction and pedagogy; AD= Attention to diversity in the classroom; IT= Integration of Technology and Reflective Thinking and Research Skills= RS. The target mean for the professional competencies is C= 28.00, KS= 12.00, AD= 12.00, IT= 8.00, Reflective Thinking and Research Skills= 12.00. The target mean for the full scale is 64.00.

Elementary English Level completers satisfaction with Fajardo TEP (EGRE-S15)

The results of the satisfaction survey revealed that Fajardo TEP met the goals in all the premises measured and in all professional competencies. The results can be observed in Table 41 and in Table 42 .

Table 41
English elementary completers satisfaction with Fajardo TEP by item

Item	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
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		Satisfi ed						
C1	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
C2	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
C3	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
C4	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
C5	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
C6	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
C7	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
KS 1	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
KS 2	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
KS 3	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
A D1	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
A D2	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
A D3	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
IT 1	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
IT 2	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	
RS 1	1 (50%)	1 (50%)	4. 50	.7 07	4	5	X	

RS	1	1	4.	.7	4	5	X
2	(50%)	(50%)	50	07			
RS	1	1	4.	.7	4	5	X
3	(50%)	(50%)	50	07			

Note. The target mean for each premise is 4.00.

Table 42

English elementary completers satisfaction with Fajardo TEP by professional competencies

		C	KS	AD	IT	RS	Full Scale
N		2	2	2	2	2	2
	Missing	0	0	0	0	0	0
Mean		31.50	13.50	13.50	9.00	13.50	81.00
Std. Deviation		.4.950	2.121	2.121	1.414	2.121	12.728
Minimum		28	12	12	8	12	72
Maximum		35	15	15	10	15	90
Target Met		X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; KS= Knowledge and skills in instruction and pedagogy; AD= Attention to diversity in the classroom; IT= Integration of Technology and Reflective Thinking and Research Skills= RT. The target mean for the professional competencies is C= 28.00, KS= 12.00, AD= 12.00, IT= 8.00, Reflective Thinking and Research Skills= 12.00. The target mean for the full scale is 64.00.

Special education completers satisfaction with Fajardo TEP (EGRE-S15)

The results of the satisfaction survey by revealed that Fajardo TEP met the goals in all but one of the premises measured. The premises were the goal was not met belongs to the area of reflective thinking. Despite this, the results of the analysis by professional competencies revealed that Fajardo TEP met the all the goals measured. The results can be seen in Table 43 and in Table 44 .

Table 43

Special education completers satisfaction with Fajardo TEP by item

Item	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
C1	1 (50%)	1 (50%)				4.50	.707	4	5	X
C2	1 (50%)	1 (50%)				4.50	.707	4	5	X
C3	1 (50%)	1 (50%)				4.50	.707	4	5	X
C4	1 (50%)	1 (50%)				4.50	.707	4	5	X
C5	1 (50%)	1 (50%)				4.50	.707	4	5	X
C6	1 (50%)	1 (50%)				4.50	.707	4	5	X
C7	1 (50%)	1 (50%)				4.50	.707	4	5	X
KS1		2 (100%)				4.00	.000	4	4	X
KS2		2 (100%)				4.00	.000	4	4	X
KS3	1 (50%)	1 (50%)				4.50	.707	4	5	X
A D1	1 (50%)	1 (50%)				4.50	.707	4	5	X
A D2		2 (100%)				4.00	.000	4	4	X
A D3	1 (50%)	1 (50%)				4.50	.707	4	5	X

IT 1	2 (100%)			5. 00	.0 00	5	5	X
IT 2	1 (50%)	1 (50%)		4. 50	.7 07	4	5	X
RS 1		1 (50%)	1 (50%)	3. 50	.7 07	3	4	
RS 2	1 (50%)	1 (50%)		4. 50	.7 07	4	5	X
RS 3	1 (50%)	1 (50%)		4. 50	.7 07	4	5	X

Note. The target mean for each premise is 4.00.

Table 44

Special education completers satisfaction with Fajardo TEP by professional competencies

	C	KS	AD	IT	RS	Full Scale
N	2	2	2	2	2	2
Missing	0	0	0	0	0	0
Mean	31.50	12.50	13.00	9.50	12.50	79.00
Std. Deviation	4.950	.707	1.414	.707	2.121	9.899
Minimum	28	12	12	9	11	72
Maximum	35	13	14	10	14	86
Target Met	X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; KS= Knowledge and skills in instruction and pedagogy; AD= Attention to diversity in the classroom; IT= Integration of Technology and Reflective Thinking and Research Skills= RT. The target mean for the professional competencies is C= 28.00, KS= 12.00, AD= 12.00, IT= 8.00, Reflective Thinking and Research Skills= 12.00. The target mean for the full scale is 64.00.

5. Graduation Rates Cohort 2012 and Retention Rates Cohorts 2017

Table

Retention Rates (Cohort 2017) y Graduation Rate (Cohort 2012), Regular Students, Full Time Bachelor Level

Inter American University of Puerto Rico
 Central office of Research, Assessment and Planning
(Translated to English)

**Fajardo Campus
 Teacher Education Program**

**Retention Rates (Cohort 2017) y Graduation Rate (Cohort 2012)
 Regular Students, Full Time Bachelor Level**

Retention Rate 1(first) to al 2nd (second) year of study

Academic Programs	Cohort 2017	Retened en UIPR	% Persistence	Retened in the Campus	% Retention
136 - SPECIAL EDUCATION	1	1	100%	1	100%

145D - SEC ED TEACH OF SPANISH INTNET	1	1	100%	1	100%
174 - SEC EDUC TEACHING OF BIOLOGY	2	2	100%	2	100%
206 - ELEM ED TEACH ENGLISH SEC LANG	6	5	83%	5	83%
236 - EARLY CHILDHOOD ELEM LVL K3	5	2	40%	2	40%
243 - EARLY CHILDHOOD PRESCHOOL LVL	2	0	0%	0	0%

Graduation Rate of 4th, 5th and 6th year of study

Academic Programs	Cohort 2012	Graduated in 4 years	% 4th year	Graduated in 5 years	% 5th Year	Graduated in 6 years	% 6th year
136 - SPECIAL EDUCATION	2	0	0%	0	0%	0	0%
147 - SEC ED: TEACH ENG	1	0	0%	0	0%	0	0%

2ND LANG							
174 - SEC EDUC: TEACHING OF BIOLOGY	1	0	0%	0	0%	0	0%
177 - SEC EDUC: TEACH SOCIAL STUDIES	1	0	0%	0	0%	0	0%
178 - PHYS ED: ELEMENTARY LEVEL	1	0	0%	0	0%	0	0%
206 - ELEM ED: TEACH ENGLISH SEC LANG	6	1	17%	2	33%	2	33%
236 - EARLY CHILDHOOD: ELEM LVL K-3	5	0	0%	1	20%	2	40%
237 - TEACH ELEM FOUR TO SIX (4-6)	2	0	0%	0	0%	0	0%
243 - EARLY CHILDHOOD: PRESCHOOL LVL	7	0	0%	0	0%	2	29%

6. Ability of Completers to Meet Licensing (Certification) from DEPR

Comparison of Fajardo TEP Aggregate Assessment Pass Level Rates Data* Fajardo Campus years 2014-15, 2015-16 and 2016-17

	No students taking Test =5 years 2014-15			No students taking Test =2 years 2015-16			No students taking Test =2 years 2016-17			No students taking Test = years 2017-18		
Year	Testing Percent 7/15-6-16			Testing Percent 7/15-6-16			Testing Percent 7/16-6-17			Testing Percent 7/17-6-18		
Type of assessment	Institution Pass Rate	State Pass Rate	Diff.	Institution Pass Rate	State Pass Rate	Diff.	Institution Pass Rate	State Pass Rate	Diff.			
Fundamental Knowledge communication competencies	2/5 = 40%	92%	-52%	1/2= 50%	90%	-40%	7/7 = 100 %	95 %	5 %			
PMCAS General Elementary	3/5= 60%	86%	-26%	1/2-50%	90%	-40%	7 /7 = 100 %	95 %	5 %			
PCMAS Specialization test				1/1= 100 %	91%	9%	4/5 = 80%	91 %	-11%			
Summary Pass Rate	2/5= 40%	742/ 893= 83%	-43%	1/2= 50%	728/ 835= 87%	-37%	6/7 = 86%	634/681 = 93%	-7%			

Summary of the Fajardo TEP Single Assessments Level Pass Rate Data*-Fajardo Campus Level Rates years 2014-15, 2015-16 and 2017-18

	Year 2014-15			Year 2015-16			Year 2016--17			Year 2017-18		
Type of assessment	Institution Pass Rate	State Pass Rate	Institution Pass Rate	State Pass Rate	Difference	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=40%	90%	-50%			
PCMAS General PR10 (as of 2016)			7/7 = 100 %	95%	5%		1/2=50%	90%	-40%			
PCMAS General Elementary PR 21(as of 2016)			7/7 = 100 %	95%	5%							
PCMAS General Secondary PR 25 (As of 2016)												
Professional Competencies Elementary	3/5=60%	86%				-26%						
Professional Competencies Secondary												
Specialization Science PR 70			4/5=80%	92%	-12%							
Specialization English PR 40							1/1=	91%	9%			

							100 %					
--	--	--	--	--	--	--	-------	--	--	--	--	--

7. Ability of Completers to be hired in positions for which they have been prepared

Evidence

Employment Milestones (CAEP 4.3)

The employment milestones are evidenced with the EPP telephonic survey, the DEPR Human Resources Data and TEP’s completers (Graduate) surveys from the IAUPR. The following table presents the data from the IAUPR Graduate study years 2011-12 and 2013-14. This data was obtained from the IAUPR Survey administered every two years; however, the System is surveying the past graduates. The TEP is still waiting for the 2015-16 administration of the survey.

Table
Frequency and Percentage of the Academic program and employment status of Ungraduate level, IAUPR graduates study years 2011-12 to 2013-14.

Questions	Alternatives	f	%
Are you currently working?	Yes	7	88%
	No	1	13%
	Total	8	100%
How long has it been since you graduated until you got a job?	I already had a job when I graduated	1	14%
	1 month or less	0	0%
	2 months to 6 months	4	57%
	7 months to 1 year	1	14%
	More than 1 year	1	14%
	Total	7	100%
	Highly related	5	71%

How related is your current job to your concentration area?	Moderately related	2	29%
	Little Related	0	0%
	Nothing related	0	0%
	Total	7	100%
How important was the preparation you received at the Inter-American University for the position you are occupying?	Very important	4	57%
	Moderately important	3	43%
	Something important	0	0%
	Nothing important	0	0%
	Total	7	100%
What is the reason why your current job is not related or has little relation to your concentration of studies?	I didn't get a job in my concentration area.	0	0%
	I got better salary in another area	0	0%
	I didn't like working in my area and looked for another alternative	0	0%
	Total	0	0%

The questionnaire was answered by eight (8) graduates' years 2011-12 to 2013-14 where three (3) graduates were in the English Elementary Specialty, two (2) were from the Elementary 4th to 6th Level, and one (1) graduate were from Special Education, Pre-School level and Secondary Social Studies. In relation to employment Milestones, 88% (7 graduates) were working. In relation to time lapse in obtaining a job after graduation, 57% (4 graduates) work 2 to 4 months in obtaining a job, 14% (1 graduates) took between 7 months to 1 year, obtaining a job after graduation. In relation to the relationships of the current job to their specialization, 71% (5 graduates) found Highly Related the job to their specialty and 29% (2 graduates) found Moderately Related the job to their specialty. In relation to how important the graduates perceive their preparation for their position they are occupying, 57% (4 graduates) perceived their preparation as Very Important and 43% (3 graduates) perceived their preparation as Moderately Important.

The TEP. also obtained information from the Regional DEPR Office located in Humacao, Puerto Rico. The following table 23 presents the results of employability data obtained from the DEPR Humacao Regional Office. Data that the TEP obtained the information from the DEPR Humacao Regional Office on Feb 11, 2019, and apparently the office is certifying that these graduates were not employed, and they do not

have any information of employment from the DEPR or that the graduates have not been employed yet. The TEP will confirm the information in the San Juan Central Office for verification purposes.

Table 23

Employability data obtained from the DEPR Humacao Regional Office

Milestones/Employability Data from the DEPR Human Resources Office (Puerto Rico Department of Education for the UG Program year 2018

Nombre del Empleado	Seguro Social	Especialidad	Licencias obtenidas en el DEPR	Ubicación Escuela y tipo de Puesto DEPR
Agosto Mercado, Paola	596460351	Educación Preescolar	N/A	N/A
Alvira Maldonado, Elizabeth	581978843	Educ. Elem. Inglés	N/A	N/A
Calzada Cruz, Carmen V.	069646579	Educación Especial	N/A	N/A
Castro Pérez, Valeri	596444768	Educ. Elem. Inglés	N/A	N/A
Dones Escobar, Lydiette	139825430	Educ. Elem. 4-6	N/A	N/A
Durán Pérez, Yajaira	597384248	Educación Especial	Educ. Especial	N/A
Iglesias Ríos, Stephanie T.	599489392	Preescolar	N/A	N/A
López Cortés, Melissa C.	046947175	Educ. Elem. K-3	N/A	N/A
Morazzoni Scarano, Mara S.	038605720	Educ. Elem. Inglés	N/A	N/A
Osorio Morales, Melania	599466447	Educ. Elem. K-3	N/A	N/A
París Rodríguez, Annelys	596523241	Educación Pre-escolar	N/A	N/A
Quiñones Díaz, Adelis	581333224	Educ. Elem. K-3	N/A	N/A
Robles Iglesias, Isamar	597446602	Educ. Elem. K-3	N/A	N/A
Rosado López, Damaris	598481557	Educ. Elem. K-3	N/A	N/A
Rosario Rivera, Aixa	598095449	Educ. Elem. 4-6	N/A	N/A
Velázquez Flecha, Edmarje	596485386	Educ. Elem. K-3	N/A	N/A

Telefono

[Signature]
Firma Registrador Fajardo

Fecha

[Signature]
Firma Funcionario en DEPR

11 - feb. 2019
Fecha



TEP also verified employability status from the DEPR Central office. Evidence from the DEPR Office of Certification regarding 2017 Graduates is as follows. This second evidence form the DEPR Central Office confirms that our 2018 graduates were not employed in the public schools as of March 2019. This data also tells us that they can be working in the private schools, but this data not confirmed.



GOBIERNO DE PUERTO RICO

DEPARTAMENTO DE EDUCACIÓN
Oficina de Certificaciones Docente

(Official Letter)

NOMBRE	SEGURO SOCIAL	CERTIFICADO	ESCUELA
Agosto Mercado, Paola	596-46-0351	No tiene	No trabaja
Alvira Maldonado, Elizabeth	581-97-8843	No tiene	No trabaja
Calzada Cruz, Carmen V.	069-64-6579	No tiene	No trabaja
Castro Pérez, Valeri	596-44-4768	No tiene	No trabaja
Dones Escobar, Lydiette	139-82-5430	No tiene	No trabaja
Durán Pérez, Yajaira	597-38-4248	EDUCACIÓN ESPECIAL K-12	Trabajó en el 2016
Iglesias Rios Stephanie T.	599-48-9392	No tiene	No trabaja

López Cortés, Melissa C.	046-94-7175	No tiene	No trabaja
Morazzoni Scarano, Mara S.	038-60-5720	No tiene	No trabaja
<i>Asst. Dir.</i> Osorio Morales, Melania	599-46-6447	No tiene	No trabaja
Paris Rodriguez, Annelys	596-52-3241	No tiene	No trabaja
Quiñonez Diaz, Adelis	581-33-3224	No tiene	No trabaja
Robles Iglesias, Isamar	597-44-6602	No tiene	No trabaja
Rosado López, Damaris	598-48-1557	No tiene	No trabaja
Rosario Rivera, Aixa	598-09-5449	No tiene	No trabaja
Velázquez Flecha, Edmarie	596-48-5386	No tiene	No trabaja

Director

Another source the Campus is using to obtain data is from the IAUPR employer survey where the Campus also obtained information regarding employment status of our graduates. From the 2016 IAUPR Employer Survey, three premises offered information of the four employers contacted by the University and only four (4) employers answered the survey.

Table

Data from the 2016 IAUPR Employer Survey, premises related to employment status

Sector of your organization	Private	0	0
	Public	4	100%

	Non-profit	0	0
	Total	4	100%
Do many employees have their organization?	1-5 Employees	0	0
	6-25 Employees	1	25
	26-99 Employees	3	75%
	100 or more employees	0	0
	Total	4	100%
Did many graduates from the Inter-American University Found working in Your organization?	1-5 Alumni	2	50%
	6-25 Alumni	2	50%
	26-99 Alumni	0	0
	100 or more graduates	0	0
	It is unknown	0	0
	Total	4	100%
Typical educational level of your employees	Fourth year of high school	0	0
	Technical Certificate	0	0
	Associate Degree	0	0
	High school	0	0
	Master	4	100%
	Doctorate	0	0
	Total	4	100%
How important is it to hire graduates from the program? Teacher Education?	Very Important	4	100%
	Important	0	0
	Little Important	0	0
	Nothing important	0	0
	Total	4	100%

Phone Interview Results (ET-14)- Evidence of Milestone

This section presents the results of the phone interview to 2017-2018 completers. The sample is composed of 11 completers that specialize in the areas of: Pre-school (3), Elementary K-3 (4), Elementary English (2) and special education (2). The results of the interview revealed that the majority (72.7%) of completers are currently employed (see Table 1). Out of the eight completers employed, seven are employed as teachers. Of the seven that reported to be working as teachers, only three work in areas not directly related to their specialties. Most of the teachers reported working in private schools (4) and (3) with the rest working in public schools in Puerto Rico (Table 2). Most of the employed graduates (66.7%) found their jobs within 0-6 month of looking (Table 3).

Table 1

Employment Situation of 2017-2018 completers

Working Status	Frequency	Percent
No	3	27.3
Yes	8	72.7
Total	11	100.0

Table 2

Type of school that completers are employed in

	Frequency	Percent
Total Teachers	7	63.6
Public School	3	27.3
Private School	4	36.4
Non-teachers	4	36.4
Total Interviewed	11	100.0

Table 3

Time taken to find employment

Time to employment	Frequency	Percent	Valid Percent
--------------------	-----------	---------	---------------

0-6 months	4	36.4	66.7
9-12 months	1	9.1	16.7
More than 12	1	9.1	16.7
Total	6	54.5	100.0
Missing	5	45.5	
Total Interviewed	11	100.0	

The exit interview included an area where completers reported the different activities that they participate in. These activities include activities with peers, community organizations and community, colleagues, administrator and parents. Six out of the seven employed teachers completed at least one extra or curricular activity. The details of the extracurricular activity completed by graduates can be observed in Table ____.

Table

Activities that completers involve themselves

	No	Si
<u>Activities with peers</u>		
Mentoring	4 (57.14%)	3 (42.86%)
Clubs	4 (57.14%)	3 (42.86%)
Association	3 (42.86%)	4 (57.14%)
Work Committees	2 (28.57%)	5 (71.42%)
<u>Community Organizations and Community</u>		
Civic Committees	4 (57.14%)	3 (42.86%)
Fairs	4 (57.14%)	3 (42.86%)
Conferences	4 (57.14%)	3 (42.86%)
Orientations/Workshops	4 (57.14%)	3 (42.86%)
Organizations	5 (71.42%)	2 (28.57%)
Voluntary or Religious Organizations	5 (71.42%)	2 (28.57%)

<u>Colleagues</u>		
Mentoring	6 (85.71%)	1 (14.28%)
Workshops	5 (71.42%)	2 (28.57%)
Curriculum Revision Committee	6 (85.71%)	1 (14.28%)
Accreditation Committees	6 (85.71%)	1 (14.28%)
Emblematic Committee	6 (85.71%)	4 (57.14%)
<u>Administrators</u>		
Work Committees	3 (42.86%)	4 (57.14%)
<u>Parents</u>		
Orientations	1 (14.28%)	6 (85.71%)
Workshops	4 (57.14%)	3 (42.86%)
Parents committees	4 (57.14%)	3 (42.86%)
COMPU	5 (71.42%)	2 (28.57%)

Phone Interviews Preschool Completers (ET-14)

The three pre-school graduates that completed the questionnaire are employed. Two of them work in their area of specialty and one does not. All the teachers reported working in private schools (3) and found their jobs between 0-6 months after graduation. The phone interview included an area where completers reported the different activities that they participate. These activities include activities with peers, community organizations and community, colleagues, administrator and parents. The activities that preschool completers participate the most are colleague activities. The participation of activities of pre-school completers can be observed in table .

Table

Activities that completers involve themselves

	No	Si
<u>Activities with peers</u>		
Mentoring	2 (66.7%)	1 (33.3%)
Clubs	2 (66.7%)	1 (33.3%)
Association	2 (66.7%)	1 (33.3%)
Work Committees		3 (100%)
<u>Community Organizations and Community</u>		
Civic Committees	2 (66.7%)	1 (33.3%)
Fairs	1 (33.3%)	2 (66.7%)
Conferences	2 (66.7%)	1 (33.3%)
Orientations/Workshops	1 (33.3%)	2 (66.7%)
Organizations		3 (100%)
Voluntary or Religious Organizations		3 (100%)
<u>Colleagues</u>		
Mentoring		3 (100%)
Workshops		3 (100%)
Curriculum Revision Committee		3 (100%)
Accreditation Committees		3 (100%)
Emblematic Committee		3 (100%)
<u>Administrators</u>		
Work Committees	1 (33.3%)	2 (66.7%)
<u>Parents</u>		

Orientations		3 (100%)
Workshops	2 (66.7%)	1 (33.3%)
Parents committees	2 (66.7%)	1 (33.3%)
COMPU	2 (66.7%)	1 (33.3%)

Phone Interviews Preschool Completers (ET-14)

The three pre-school graduates that completed the questionnaire are employed. Two of them work in their area of specialty and one does not. All the teachers reported working in private schools (3) and found their jobs between 0-6 months after graduation. The phone interview included an area where completers reported the different activities that they participate. These activities include activities with peers, community organizations and community, colleagues, administrator and parents. The activities that preschool completers participate the most are colleague activities. The participation of activities of pre-school completers can be observed in table _____.

Table

Activities that completers involve themselves

	No	Si
<u>Activities with peers</u>		
Mentoring	2 (66.7%)	1 (33.3%)
Clubs	2 (66.7%)	1 (33.3%)
Association	2 (66.7%)	1 (33.3%)
Work Committees		3 (100%)
<u>Community Organizations and Community</u>		
Civic Committees	2 (66.7%)	1 (33.3%)
Fairs	1 (33.3%)	2 (66.7%)
Conferences	2 (66.7%)	1 (33.3%)
Orientations/Workshops	1 (33.3%)	2 (66.7%)

Organizations		3 (100%)
Voluntary or Religious Organizations		3 (100%)
<u>Colleagues</u>		
Mentoring		3 (100%)
Workshops		3 (100%)
Curriculum Revision Committee		3 (100%)
Accreditation Committees		3 (100%)
Emblematic Committee		3 (100%)
<u>Administrators</u>		
Work Committees	1 (33.3%)	2 (66.7%)
<u>Parents</u>		
Orientations		3 (100%)
Workshops	2 (66.7%)	1 (33.3%)
Parents committees	2 (66.7%)	1 (33.3%)
COMPU	2 (66.7%)	1 (33.3%)

Phone Interviews K-3 Completers (ET-14)

The sample is composed of four k-3 completers. Only one of the four completers is employed. The completer employed works at a school level relevant to his specialty. The completers work at a public school and it took him 9-12 months to find the job. The phone interview included an area where completers reported the different activities that they participate. These activities include activities with peers, community organizations and community, colleagues, administrator and parents. The activities that the K-3 completers participate the most are activities with peers and parents. The participation of activities of the k-3 completers can be observed in table _____.

Table

Activities that completers involve themselves

	No	Si
<u>Activities with peers</u>		
Mentoring	3 (75%)	1 (25%)
Clubs	3 (75%)	1 (25%)
Association	3 (75%)	1 (25%)
Work Committees	3 (75%)	1 (25%)
<u>Community Organizations and Community</u>		
Civic Committees	3 (75%)	1 (25%)
Fairs	4 (100%)	
Conferences	4 (100%)	
Orientations/Workshops	4 (100%)	
Organizations	3 (75%)	1 (25%)
Voluntary or Religious Organizations	4 (100%)	
<u>Colleagues</u>		
Mentoring	4 (100%)	
Workshops	3 (75%)	1 (25%)
Curriculum Revision Committee	4 (100%)	
Accreditation Committees	4 (100%)	
Emblematic Committee	4 (100%)	
<u>Administrators</u>		
Work Committees	4 (100%)	4 (100%)
<u>Parents</u>		

Orientations	3 (75%)	1 (25%)
Workshops	3 (75%)	1 (25%)
Parents committees	3 (75%)	1 (25%)
COMPU	4 (100%)	

Phone Interviews Elementary English Completers (ET-14)

The sample is composed of two elementary English completers. Both completers are employed as teachers working in other levels not related to their specialties. One completer work at a public school and the others in a private school. One of the completers reported that it took him more than 12 months to find work. The phone interview included an area where completers reported the different activities that they participate. These activities include activities with peers, community organizations and community, colleagues, administrator and parents. The activities that the English elementary completers participate the most are related to administration. The participation of activities of the elementary English completers can be observed in table ____

Table

Activities that completers involve themselves

	No	Si
<u>Activities with peers</u>		
Mentoring	2 (100%)	
Clubs	2 (100%)	
Association	1 (50%)	1 (50%)
Work Committees	2 (100%)	
<u>Community Organizations and Community</u>		
Civic Committees	2 (100%)	
Fairs	2 (100%)	

Conferences	2 (100%)	
Orientations/Workshops	2 (100%)	
Organizations	2 (100%)	
Voluntary or Religious Organizations	1 (50%)	1 (50%)
<u>Colleagues</u>		
Mentoring	2 (100%)	
Workshops	2 (100%)	
Curriculum Revision Committee	2 (100%)	
Accreditation Committees	2 (100%)	
Emblematic Committee	2 (100%)	
<u>Administrators</u>		
Work Committees	1 (50%)	1 (50%)
<u>Parents</u>		
Orientations	1 (50%)	1 (50%)
Workshops	2 (100%)	
Parents committees	2 (100%)	
COMPU	2 (100%)	

Phone Interviews Special Education Completers (ET_14)

The sample is composed of two Special Education completers. One completer is employed as teachers working in a level related to his specialty, the other is working in an area not related to his specialty. One completer work at a public school and the other at public housing. One of the completers reported that it took between 0 and 6 months to find work. The phone interview included an area where completers reported the different activities that they participate. These activities include activities with peers, community organizations and community, colleagues, administrator and parents. The Special Education completer that works at a private school has participated in all the activities previously mentioned. The participation of activities of the elementary Special Education completers can be observed in table_____.

Table

Activities that completers involve themselves

	No	Si
<u>Activities with peers</u>		
Mentoring	1 (50%)	1 (50%)
Clubs	1 (50%)	1 (50%)
Association	1 (50%)	1 (50%)
Work Committees	1 (50%)	1 (50%)
<u>Community Organizations and Community</u>		
Civic Committees	2 (100%)	
Fairs	2 (100%)	
Conferences	2 (100%)	
Orientations/Workshops	2 (100%)	
Organizations	2 (100%)	
Voluntary or Religious Organizations	1 (50%)	1 (50%)
<u>Colleagues</u>		
Mentoring	2 (100%)	
Workshops	2 (100%)	
Curriculum Revision Committee	2 (100%)	
Accreditation Committees	2 (100%)	
Emblematic Committee	2 (100%)	
<u>Administrators</u>		
Work Committees	1 (50%)	1 (50%)
<u>Parents</u>		

Orientations	1 (50%)	1 (50%)
Workshops	2 (100%)	
Parents committees	2 (100%)	
COMPU	2 (100%)	

Completers Satisfaction with the Fajardo TEP (EGRE-S15)

This section includes the results of a survey that compiled information on the completer’s satisfaction with the Fajardo TEP. The satisfaction survey is composed of 18 premises that evaluate seven areas of professional competency. The codification of each premise and the area can be observed in **Error! Reference source not found.** The TEP established a mean of 4.00 or more to determine success in the premise. The results of the satisfaction survey by item revealed that Fajardo TEP met the goals in all premises measured and in all professional competencies. The results can be seen in

Table and Table .

Table 4

Areas evaluated, premises and codes assigned of the satisfaction survey

Areas Evaluated	Premises	Codes
Content	The curricular contents (knowledge and skills) of the program developed the mastery of the subject they teach.	C1
Content	The activities of the courses promoted reflection and analysis skills regarding the relevance of what was learned for use in my professional life, in the classroom and staff.	C2
Content	The curricular contents (knowledge and skills) fulfilled the expectation of developing the fundamental contents of specialty and school level.	C3
Content	The courses taken were useful for my personal and professional training.	C4
Content	The courses prepared me to use various strategies and activities to promote student learning.	C5
Content	The learning experiences enabled me to develop the ability to write tests that challenge the different levels of thinking in tune with the strengths and needs of the students.	C6

Areas Evaluated	Premises	Codes
Content	The courses enable me to develop various assessment and measurement instruments that are consistent with the objectives and content of the subject I teach.	C7
Knowledge and skills in instruction and pedagogy	The courses of my specialty taken prepared me to design and plan my classes so that I can demonstrate systematization in the development of concepts and cognitive, affective and psychomotor skills.	KS1
Knowledge and skills in instruction and pedagogy	The contents of the courses taken developed in me the ability to effectively use the instructional materials in such a way that they help in the acquisition of the concepts, skills and desirable attitudes of the students.	KS2
Knowledge and skills in instruction and pedagogy	the curricular contents helped me to develop the ability to carry out activities that provide the opportunity for the systematic development of critical thinking skills and specific contents of the subject according to the level of the students	KS3
Attention to diversity in the classroom	The curricular contents (knowledge and skills) prepared me to develop the skill in the selection, design and preparation of instructional materials that facilitate the teaching and learning processes of the diversity of students in the classroom.	AD1
Attention to diversity in the classroom	The courses taken enable me to adapt the teaching and learning process with the purpose of providing the equitable conditions to attend students with special needs.	AD2
Attention to diversity in the classroom	The learning experiences strengthened in me the ability to understand individual differences, adapt daily planning to respond to individual needs and strengths and develop varied activities that challenge different levels of student thinking.	AD3
Integration of Technology	In the courses taken, the integration and use of technology in the classroom is promoted	IT1
Integration of Technology	Courses promoted in the search for additional information to complement what learned to use emerging technology	IT2
Reflective Thinking and Research Skills	The research course in the classroom trained me in the research methodology, search for information, and use of data that can answer the research problem formulated	RT1

Areas Evaluated	Premises	Codes
Reflective Thinking and Research Skills	The courses taken helped me in the process of facilitating the students to promote research in the classrooms	RT2
Reflective Thinking and Research Skills	The courses of the program promoted the research skills necessary for the exercise of the profession	RT3

Table 5
Completers satisfaction with Fajardo TEP by item

Item	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
C1	5 (41.7%)	4 (33.3%)	3 (25%)			4.17	.835	3	5	X
C2	7 (58.3%)	2 (16.7%)	3 (25%)			4.33	.888	3	5	X
C3	5 (41.7%)	4 (33.3%)	1 (8.3%)	2 (16.7%)		4.00	1.128	2	5	X
C4	5 (41.7%)	4 (33.3%)	2 (16.7%)	1 (8.3%)		4.08	.996	2	5	X
C5	5 (41.7%)	4 (33.3%)	3 (25%)			4.17	.835	3	5	X
C6	5 (41.7%)	4 (33.3%)	3 (25%)			4.17	.835	3	5	X

C7	6 (50%)	3 (25%)	2 (16.7 %)	1 (8.3%)	4.1 7	1.0 30	2	5	X
KS 1	4 (33.3 %)	5 (41.7 %)	3 (25%)		4.0 8	.79 3	3	5	X
KS 2	2 (16.7 %)	8 (66.7 %)	2 (16.7 %)		4.0 00	.60 3	3	5	X
KS 3	3 (25%)	6 (50%)	3 (25%)		4.0 0	.73 9	3	5	X
A D1	5 (41.7 %)	5 (41.7 %)	2 (16.7 %)		4.2 5	.75 4	3	5	X
A D2	5 (41.7 %)	5 (41.7 %)	2 (16.7)		4.2 5	.75 4	3	5	X
A D3	6 (50%)	3 (25%)	3 (25%)		4.2 5	.86 6	3	5	X
IT 1	9 (75%)	1 (8.3%)	2 (16.7 %)		4.5 8	.79 3	3	5	X
IT 2	6 (50%)	3 (25%)	3 (25%)		4.2 5	.86 6	3	5	X
RT 1	4 (33.3 %)	5 (50%)	3 (33.3 %)		4.0 8	.79 3	3	5	X
RT 2	6 (50%)	3 (25%)	2 (16.7 %)	1 (8.3%)	4.1 7	1.0 30	2	5	X
RT 3	5 (41.7 %)	4 (33.3 %)	3 (25%)		4.1 7	.83 5	3	5	X

Note. The target accepted mean for each premise 4.00.

Table 6

Completers satisfaction with Fajardo TEP by professional competencies

		C	KS	AD	IT	RS	Full Scale
N		12	12	12	12	12	12
	Missing	0	0	0	0	0	0
Mean		29.08	12.08	12.75	8.83	12.42	75.17
Std. Deviation		5.946	1.881	2.179	1.528	2.429	13.361
Minimum		19	9	9	6	9	52
Maximum		35	15	15	10	15	90
Target Met		X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; KS= Knowledge and skills in instruction and pedagogy; AD= Attention to diversity in the classroom; IT= Integration of Technology and Reflective Thinking and Research Skills= RS. The target mean for the professional competencies is C= 28.00, KS= 12.00, AD= 12.00, IT= 8.00, Reflective Thinking and Research Skills= 12.00. The target mean for the full scale is 64.00.

The results of the completer’s satisfaction survey were also analyzed by specialties. The specialties of the completers were pre-school, K-3, 4-6, Elementary English and Special Education.

Pre-school completers Satisfaction with Fajardo TEP (EGRE-S15)

The results of the satisfaction survey by item revealed that Fajardo TEP met the goals in 16 of the 18 premises measured. The areas where they did not meet the established goals are content and reflective thinking. Despite this, Fajardo TEP met the goals by professional competencies. The results can be seen in Table and Table .

Table 7

Pre-school completers satisfaction with Fajardo TEP by item

Item	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
C1	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C2	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C3	1 (50%)			1 (50%)		3.50	2.121	2	5	
C4	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C5	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C6	1 (50%)		1 (50%)			4.00	1.414	3	5	X
C7	2 (100%)					5.00	.000	5	5	X
KS1	2 (100%)					5.00	.000	5	5	X
KS2	1 (50%)	1 (50%)				4.50	.707	4	5	X
KS3	1 (50%)		1 (50%)			4.00	1.414	3	5	X
A D1	1 (50%)	1 (50%)				4.50	.707	4	5	X
A D2	2 (100%)					5.00	.000	5	5	X
A D3	1 (50%)		1 (50%)			4.00	1.414	3	5	X

Item	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
IT 1	2 (100%)					5.00	.000	5	5	X
IT 2	1 (50%)		1 (50%)			4.00	1.414	3	5	X
RS 1	1 (50%)	1 (50%)				4.50	.707	4	5	X
RS 2	1 (50%)			1 (50%)		3.50	2.121	2	5	
RS 3	1 (50%)		1 (50%)			4.00	1.414	3	5	X

Note. The target note for each premise is 4.00.

Table 8
Pre-School Completers Satisfaction with Fajardo TEP by professional competencies

	C	KS	AD	IT	RS	Full Scale
N	2	2	2	2	2	2
Missing	0	0	0	0	0	0
Mean	28.50	13.50	13.50	9.00	12.00	76.50
Std. Deviation	9.192	2.121	2.121	1.414	4.243	19.092
Minimum	22	12	12	8	9	63
Maximum	35	15	15	10	15	90
Target Met	X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; KS= Knowledge and skills in instruction and pedagogy; AD= Attention to diversity in the classroom; IT= Integration of Technology and Reflective Thinking and Research Skills= RS. The target mean for the professional competencies is C= 28.00, KS= 12.00, AD= 12.00, IT= 8.00, Reflective Thinking and Research Skills= 12.00. The target mean for the full scale is 64.00.

K-3 Completers Satisfaction with Fajardo TEP (EGRE-S15)

The results of the satisfaction survey by item revealed that Fajardo TEP met the goals in 6 of the 18 premises measured. The areas where they did not meet the goal are content, knowledge, skills, diversity and reflective thinking. The results of the analysis by professional competencies revealed that Fajardo TEP only met the goal for one of the areas measured. The results can be seen in Table and Table .

Table 9
K-3 completers satisfaction with Fajardo TEP by item

	Very Satisfied	Mostly Satisfied	Satisfied	Low Satisfaction	Not Satisfied	Mean	SD	Minimum	Maximum	Target Met
C1	1 (20%)	2 (40%)	2 (40%)			3.80	.837	3	5	
C2	3 (60%)	2 (40%)				4.20	1.095	3	5	X
C3	1 (20%)	2 (40%)	1 (20%)	1 (20%)		3.60	1.140	2	5	
C4	1 (20%)	2 (40%)	1 (20%)	1 (20%)		3.60	1.140	2	5	
C5	1 (20%)	2 (40%)	2 (40%)			3.80	.837	3	5	
C6	1 (20%)	2 (40%)	2 (40%)			3.80	.837	3	5	
C7	1 (20%)	1 (20%)	2 (40%)	1 (20%)		3.40	1.140	2	5	
KS 1		2 (40%)	3 (60%)			3.40	.548	3	4	
KS 2		3 (60%)	2 (40%)			3.60	.548	3	4	
KS 3		3 (60%)	2 (40%)			3.60	.548	3	4	

A	1	2	2	3.	.83	3	5	
D1	(20%)	(40%)	(40%)	80	7			
A	1	2	2	3.	.83	3	5	
D2	(20%)	(40%)	(40%)	80	7			
A	2	1	2	4.	1.0	3	5	X
D3	(40%)	(20%)	(40%)	00	00			
IT	3	2		4.	1.0	3	5	X
1	(60%)	(40%)		20	95			
IT	2	1	2	4.	1.0	3	5	X
2	(40%)	(20%)	(40%)	00	00			
RS	1	2	2	3.	.83	3	5	
1	(20%)	(40%)	(40%)	80	7			
RS	2	1	2	4.	1.0	3	5	X
2	(40%)	(20%)	(40%)	00	00			
RS	2	1	2	4.	1.0	3	5	X
3	(40%)	(20%)	(40%)	00	00			

Note. The target mean for each premise is 4.00.

Table 10

K-3 Completers Satisfaction with Fajardo TEP by professional competencies.

	C	KS	AD	IT	RS	Full Scale
N	5	5	5	5	5	5
Missing	0	0	0	0	0	0
Mean	26.20	10.60	11.60	8.20	11.80	68.40
Std. Deviation	6.221	1.517	2.608	2.049	2.675	14.741
Minimum	19	9	9	6	9	52
Maximum	32	12	15	10	15	83
Target Met				X		

Note. The legend for the professional competencies is: Dominion of subject: C= Content; KS= Knowledge and skills in instruction and pedagogy; AD= Attention to diversity in the classroom; IT= Integration of Technology and Reflective Thinking and Research Skills= RS. The target mean for the professional competencies is C= 28.00, KS= 12.00, AD= 12.00, IT= 8.00, Reflective Thinking and Research Skills= 12.00. The target mean for the full scale is 64.00.

8.Student Loan default Fajardo Campus

Fajardo Campus Default Rate Feb 2019

Fajardo Campus received the Cohort Default Rate for the fiscal year 2016, the 26 of January 2019. The new cohort default rate is 2.7 %. The campus had a significant decrease of the Cohort Default Rate. In August 2019, the IAUPR will publicly display this data for the fiscal year 2016.

Table 29

History of the Default Rate Fajardo Campus years 2012 to 2016

Fiscal Year	Rate Type	Default Rate (Percent)
2016	3 YR DRAFT	2.7
2015	3 YR OFFICIAL	7.9
2014	3 YR OFFICIAL	10.5
2013	3 YR OFFICIAL	10.5
2012	3 YR OFFICIAL	12.8

Copy of the official letter is as follows:

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202
February 2019

INTER AMERICAN UNIVERSITY OF OPE ID:
022828
PUERTO RICO - FAJARDO CAMPUS FY 2016 Draft Cohort Default Rate:
2.7
UNION STREET HIGHWAY 195
FAJARDO, PR 00738-7003

SUBJECT: FISCAL YEAR 2016 DRAFT COHORT DEFAULT RATE

Dear President:

This letter hereby notifies you of your school's fiscal year (FY) 2016 draft cohort default rate (CDR) data. For schools that have one or more borrowers that entered into repayment during the FY 2016 cohort period, the accompanying loan record detail report (LRDR) includes information on the loans made to students for attendance at your school under the Federal Family Education Loan (FFEL) Program and/or William D. Ford Federal Direct Loan (Direct Loan) Program. The U.S. Department of Education's (Department) records indicate that all of the loans included in the report entered into repayment during the FY 2016 period that includes October 1, 2015 through September 30, 2016.

After reviewing your draft LRDR, your school will have an opportunity to challenge the underlying data included in your CDR. It is important that your school submit data corrections prior to the calculation of FY 2016 official cohort default rates scheduled for later this year. Schools must submit their Incorrect Data Challenge using eCDR Appeals. The system allows schools to electronically submit challenges during the draft cohort default rate cycle, and allows data managers and Federal Student Aid (FSA) to electronically view and respond to these challenges and adjustments requests. Schools must continue to submit their Participation Rate Challenge via hardcopy to the Department.

Your school has 45 calendar days to challenge the accuracy of the FY 2016 draft LRDR. If your school does not submit the challenge(s) within the required timeframes, your school will forfeit its right to submit such challenge(s). Schools' timeframe to submit challenges begins with the sixth business day following the announced transmission date for eCDR packages posted to <https://ifap.ed.gov>.

If you have any questions about the FY 2016 draft school cohort default rate process that are not addressed in the Cohort Default Rate Guide, please contact the Operations Performance Division at (202) 377-4259 or via email at fsa.schools.default.management@ed.gov. You may also visit our website <https://ifap.ed.gov/DefaultManagement/DefaultManagement.html>

where you may find the Cohort Default Rate Guide which is a primary reference source for schools to understand the cohort default rates and processes.

Sincerely,

Katrina Turner
Service Director
Operations Performance Management Services
Business Operations

cc: Marcus DeCosta, Manager, Cohort Default Rate Operations Team

Special note for schools with 29 or fewer borrowers entering repayment for the FY 2016 period: Please refer to page 2 of the Cohort Default Rate Guide for information regarding the average rate formula and calculation.



Report List | Web Report List

FSA ID: MARILYN.MARTINEZ.FSA logged on as: MARILYN MARTINEZ from INTER AMERICAN UNIVERSITY OF PUERTO RICO - FAJARDO CAMPUS / TGT6996 / SC497XJ



Return to Report List

ID: DRC035 Type: --Select--

Name: SCHOOL COHORT DEFAULT RATE HIST RPT



Go to Report Log

Report Parameters

School: 022828
 EXTRACT TYPE: STANDARD
 Sort By: --Select--
 Output Medium: SAIG

Cohort Default Rate History List

Select	Fiscal Year	Rate Type	Numerator	Denominator	Rate	Process Date
<input type="checkbox"/>	2016	3YR DRAFT	230	8350	2.7	01/26/2019
<input type="checkbox"/>	2015	3YR OFFICIAL	1888	23686	7.9	08/18/2018
<input type="checkbox"/>	2014	3YR DRAFT	1890	23683	7.9	01/27/2018
<input type="checkbox"/>	2014	3YR OFFICIAL	2716	25770	10.5	08/05/2017
<input type="checkbox"/>	2014	3YR DRAFT	2720	25762	10.5	01/28/2017
<input type="checkbox"/>	2013	3YR OFFICIAL	958	9056	10.5	08/06/2016
<input type="checkbox"/>	2014	3YR DRAFT	964	9052	10.6	01/23/2016
<input type="checkbox"/>	2012	3YR OFFICIAL	1203	9359	12.8	08/06/2016
<input type="checkbox"/>	2014	3YR DRAFT	N/A	N/A	N/A	01/24/2015
<input type="checkbox"/>	2011	2YR OFFICIAL	N/A	N/A	N/A	07/27/2013
<input type="checkbox"/>	2014	2YR DRAFT	N/A	N/A	N/A	02/23/2013
<input type="checkbox"/>	2014	3YR OFFICIAL	N/A	N/A	N/A	08/06/2016
<input type="checkbox"/>	2014	3YR DRAFT	N/A	N/A	N/A	01/11/2014
<input type="checkbox"/>	2010	2YR OFFICIAL	N/A	N/A	N/A	07/27/2013
<input type="checkbox"/>	2014	2YR DRAFT	N/A	N/A	N/A	02/11/2012
<input type="checkbox"/>	2014	3YR OFFICIAL	N/A	N/A	N/A	07/28/2013
<input type="checkbox"/>	2014	3YR DRAFT	N/A	N/A	N/A	02/24/2013
<input type="checkbox"/>	2009	2YR OFFICIAL	N/A	N/A	N/A	06/17/2014
<input type="checkbox"/>	2014	2YR DRAFT	N/A	N/A	N/A	01/16/2011
<input type="checkbox"/>	2014	3YR OFFICIAL	N/A	N/A	N/A	08/05/2012
<input type="checkbox"/>	2014	3YR DRAFT	N/A	N/A	N/A	02/12/2012

2/25/2019

Report Parameters

<input type="checkbox"/>						
<input type="checkbox"/>	2014	2YR DRAFT	N/A	N/A	N/A	01/05/2008
<input type="checkbox"/>	2014	3YR TRIAL	N/A	N/A	N/A	10/29/2009
<input type="checkbox"/>	2005	2YR OFFICIAL	N/A	N/A	N/A	07/28/2007
<input type="checkbox"/>	2014	2YR DRAFT	N/A	N/A	N/A	01/06/2007
<input type="checkbox"/>	2014	3YR TRIAL	N/A	N/A	N/A	10/29/2009
<input type="checkbox"/>	2004	2YR OFFICIAL	N/A	N/A	N/A	07/29/2006
<input type="checkbox"/>	2014	2YR DRAFT	N/A	N/A	N/A	01/07/2006
<input type="checkbox"/>	2003	2YR OFFICIAL	N/A	N/A	N/A	07/30/2005
<input type="checkbox"/>	2014	2YR DRAFT	19	226	8.4	01/08/2005
<input type="checkbox"/>	2002	2YR OFFICIAL	5	174	2.8	07/31/2004
<input type="checkbox"/>	2014	2YR DRAFT	6	175	3.4	01/10/2004
<input type="checkbox"/>	2001	2YR OFFICIAL	32	141	22.6	08/02/2003
<input type="checkbox"/>	2014	2YR DRAFT	32	141	22.6	01/12/2003
<input type="checkbox"/>	2000	2YR OFFICIAL	9	35	25.7	08/03/2002
<input type="checkbox"/>	2014	2YR DRAFT	9	35	25.7	01/13/2002
<input type="checkbox"/>	1999	2YR OFFICIAL	23	103	22.3	08/04/2001
<input type="checkbox"/>	2014	2YR DRAFT	23	103	22.3	01/13/2001
<input type="checkbox"/>	1998	2YR OFFICIAL	27	104	25.9	09/27/2000
<input type="checkbox"/>	2014	2YR DRAFT	26	102	25.4	12/18/1999
<input type="checkbox"/>	1997	2YR OFFICIAL	44	120	36.6	08/28/1999
<input type="checkbox"/>	2014	2YR DRAFT	44	119	36.9	02/27/1999
<input type="checkbox"/>	1996	2YR OFFICIAL	101	296	34.1	09/26/1998
<input type="checkbox"/>	2014	2YR DRAFT	99	451	21.9	03/28/1998
<input type="checkbox"/>	1995	2YR OFFICIAL	62	326	19	09/27/1997
<input type="checkbox"/>	2014	2YR DRAFT	60	328	18.2	03/29/1997
<input type="checkbox"/>	1994	2YR OFFICIAL	36	213	16.9	11/02/1996
<input type="checkbox"/>	2014	2YR DRAFT	37	214	17.2	06/06/1996
<input type="checkbox"/>	1993	2YR OFFICIAL	22	148	14.8	01/14/1996
<input type="checkbox"/>	2014	2YR DRAFT	22	155	14.1	06/18/1995

Submit

The Cohort Default Rates listed above may not reflect changes that have resulted from the Cohort Default rate challenge/adjustment/appeal processes.

Progress towards weaknesses of 2012 TEAC accreditation presented in April, 2019

The TEP is presenting the present status of the progress towards the weaknesses found in the 2012 Teac accreditation.

A: A. Weakness 1.1- Subject Matter knowledge by some measures

The TEP has aligned all instruments and measures utilized for the SSR evidences to measure Subject Matter Knowledge (Content Knowledge) in the specialty:

Alignment of evidences and instruments with Standards of CAEP, In TASC, and of the Department of Education of Puerto Rico to measure Standards 1 to 4.

Revision of local assessment instruments in order to collect accurate data and to confirm their validity and reliability (It was concluded the process of revision and validity process and designing of new instruments for the self-study process for STD

2.2.

Participative collaboration with the Metro and San Germán Campuses Faculty in performing validity procedures in the instrument's utilized to measure Standards 1-4 common to the three IAUPR Campuses.

Use of official PCMAS' data from the College Board to measure content knowledge in the specialty (CAEP 1.1, 1.3)

Use and analysis of TEP's reports generated by the Office of Planning and Research of the Central Office of the Inter American University of Puerto Rico for STD1 and 4

Maintain the interpretation of data using descriptive and inferential statistics. Most data were presented for means and percentages.

B. Weakness 1.5-

Evidence indicates that some of the assessments are not valid and reliable. The Fajardo TEP has undergone with a participative collaboration with the Metro and San Germán Campus Faculty in performing validity procedures in the instrument's utilized to measure Standards 1-4 common to the three IAUPR Campuses. (PD1-PD-6, PD7, PD8A, PD8B, PD10, PD11, IP-12, IE-13, ET-14, EGRE.S 15, I-Practicante (I-Practice Teacher) 04,05 and 06 and I-EGRE (Graduate) 01, 02, and 03.

TEP is collaborating with the San Germán Campus to obtain a validity result using a larger number of faculty (n=29) to compare it to the validity process performed with faculty from Fajardo and Metro Campus. The San Germán Campus performed the face validity with a larger number of faculty/ supervisors (N=29) and the results of the face validity is consistent with the face validity results from the Fajardo/Metro Campus.

All instruments TEP is using as of 2018, have undergone in Face Validity and reliability tests. Some reliability scores are low, due to the small number of testers (persons administered). Also, other instruments such as I-Practicante and I-Egresado will add some premises and revise the scale due to the results of the reliability as of May 2019. TEP is in the process of going into content and face validity with the revise instruments. A pilot administration will be done in May 2019. TEP as of 2019, will start the process of revising the Instruments regarding calibration scales and premises.