

Section 3: Substantive Changes: Changes in the published Vision, Mission, Goals, Objectives and Graduate profile

Changes made for 2013-14 in our program:

One new instrument was added to evaluate effectiveness of teaching and content knowledge learning in our clinical practice course (PEM 8) and also we are incorporating a Dispositions Questionnaire that will also will be administered to our clinical practice students during the clinical practice course (Educ. 4013).

Also we made changes in our TEP Conceptual and methodological Base, Vision, Mission, Goals and objectives as of July 2014 which can be verified in our January 2013-15 electronic Catalog, page 50.

(PEM) TEACHER PREPARATION PROGRAM

Description, theoretical framework and methodological, vision, mission, goals, objectives and skills profile of the graduate

(Approved by the University Council and President |) Effective: July, 2014)

Teacher education program (B.A. and certificate)

The Teacher Education Program (PEM) of the University Inter-American de Puerto Rico (UIPR) constitutes a response to the needs and aspirations of a society in constant change and the requirements of the regulation of certification of teachers of the Department of Education of Puerto Rico. To do so, is taken as base Vision, mission and goals of the UIPR, the concept of the educated person who has the institution, the "standards professionals from the masters" adopted by the Puerto Rico Department of Education and the "standards of accreditation" of the *Council for the Accreditation of Educator Preparation (CAEP)*.

Theoretical and methodological of the PEM framework

The Teacher Education Program has a psych philosophical of character behaviorist, constructivist and humanist Foundation. This approach can be considered as an eclectic conceptual model, which allows you to program in a concerted way, to integrate principles of three theoretical frameworks in their curricular designs and their pedagogical practice conducive to the formation of the future teacher. East frame of reference theoretical and methodological it will serve as a guide to the rep for taking decisions and actions related to its developmental and its process of curriculum review and *assessment*, in keeping with the highest standards of quality and excellence in education.

It should be noted, that although the PEM is based on a conceptual paradigm that is eclectic, gives greater emphasis to the theoretical perspectives constructivist and humanist. The

constructivist perspective is considered the applicant to master as a fully active and reflective of its training process. On the other hand, the approach humanist orients the educational process of the future teacher towards its development as a human being, competences of knowledge, skills, attitudes and values that contributes to improve the quality of life of students and society.

Is important to mention that during the last half of the last century, and so far the present, education in Puerto Rico has been framed, usually on two theories of learning: cognitive theory and behaviorist theory. In recent decades the idea of a constructivist approach to learning and the curriculum has taken particular interest among educators. The psychological framework of Constructivism is bounded by cognitive theories of learning, and within the curriculum of the PEM is grounded in a base humanist education.

From the perspectives of philosophy and psychology of education, constructivism, presents a coherent explanation of how a person learns through an active process of construction of knowledge through meaningful experiences, while the humanistic curriculum vision promotes commitment to professional and social future teacher to respond with sensitivity educational interests and needs of diverse student populations. This implies that all teacher education program must provide a wide variety of educational experiences to the academic training of teachers aspiring aimed at developing a pedagogical culture to the fullest. These educational, practical and formative experiences will allow the future teacher establish a connection between theoretical knowledge and practice in a relevant context of human formation.

To give direction to their statements of vision, mission and goals statement, PEM makes use of the professional standards of teachers established by the Puerto Rico Department of education and by the CAEP. These standards have as main purpose to delineate the professional characteristics that the teacher must possess in order to ensure that students develop, integral capabilities and potentialities to the maximum in all its dimensions as human beings within a context of culture of peace and acceptance of diversity in addition, establish indicators of the qualities that teachers should be to facilitate the learning of knowledge skills and attitudes in students. It is important to note that standards also serve the master as parameters to reflect on their continuing professional development and how this must be in correspondence with the learning needs of their students.

In synthesis, the task of teacher training is a complex and of great social responsibility. To assume this responsibility, the PEM has designed a plan of study designed to prepare the Magisterium that society needs and claims as effective means to improve their quality of life.

Vision of the PEM

The program aims to develop a set of integrated educational experiences aimed at the training of a teacher of excellence. That is, that it can contribute to school stage with its powers of knowledge, skills and professional attitudes necessary to promote changes and answers appropriate to their school environment. Above all, be familiar with the problems of education in Puerto Rico and in other countries, in such a way that it may be able to assist in the process of constructive change that improves their quality of life and that of others.

Mission of the PEM

The program is aimed at teacher training within a curriculum that provides an array of articulated experiences and, in turn, promotes spaces for the construction of pedagogical

knowledge and content that will develop the educational future. These experiences will be characterized by continuous reflection, practice in real-world scenarios, research, collaboration, and the relevance of the contents, pedagogical modeling and search and use of media that provide solutions to the problems in the teaching and learning processes in different contexts. In this curriculum will be integrated components of general education core and concentration.

Goals of the PEM

In keeping with the vision and mission for the PEM, the following goals are established consistent with the profile of competencies of graduates of the program.

1. Develop education professionals focusing on the domain knowledge of the discipline within the context of a scientific culture, humanistic and pedagogical.
2. Promote research, information management and the use of technology as a means to generate production and building skills in the improvement of practice within the education system.
3. Develop education professionals sensitive to the needs and interests of various social groups that exist in the population, within a context of human transformation.
4. Promote the solution of problems related to the educational environment within the framework of ethical, legal and social responsibility which regulates the profession.
5. Develop educational leaders committed to his career as a means to promote a best teaching practice and therefore a better quality of life within the context of a culture of peace.

General objectives of the PEM

The program pursues the following general objectives:

1. Apply in an integrated manner the theoretical and methodological knowledge to teaching practice on the educational stage.
2. Use research, sources of information and technological advances to support the development of innovative education.
3. Demonstrate an attitude of acceptance and sensitivity to the needs and educational interests manifested by diverse student populations.
4. Apply the ethical, legal and social dimensions of problem-solving and decision-making processes related to the practice of the profession in various educational settings.
5. Demonstrate commitment to the continuous improvement of the professional skills required in the field of education.

Profile of competencies of graduates of the PEM

The program is designed to develop general competencies, linked core courses, which allow students to:

Knowledge

(Knowledge and understanding):

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

Skills

1. Teaching practice integrating theoretical principles that underlie the education.
2. Plan students learning by integrating teaching with science-based strategies in instructional design.
3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills, and attitudes of the subject that teaches.
4. Apply the complementary processes of evaluation, *assessment* and measurement to determine the effectiveness of teaching and learning processes and decisions conducive to improving learning for all students.
5. Applied research and technological advances as resources to expand knowledge and innovate and improve pedagogical practice.
6. Use existing computerized and educational resources for integrating technology in your area or discipline of education.
7. Use varied educational and technological resources to facilitate the learning of diverse student populations.
8. Use communication skills to develop in students an understanding of the learning effectively.

Attitudes

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