2020 EPP ANNUAL REPORT DATA
EDUCATOR PREPARATION PROGRAMS AT THE FAJARDO CAMPUS
OF THE INTER AMERICAN UNIVERSITY OF PUERTO RICO
ACADEMIC YEAR 2018-2019 **(Reported in April 2020)**

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 include only the Advance Educational Leadership Program since two (2) other graduate Programs (Special Education and Elementary) are in Moratory (See 3. English Translation Graduate Education Programs in Moratory).

In January 14, 2019, the Fajardo TEP send to CAEP its Self-Study Report (SSR) for re-accreditation. In November 24-26, 2019, we received the Site-Visit of CAEP and only evaluated the Bachelor Program. The next accreditation Cycle the Graduate Program will also be included. The Educator Preparation Program, hereafter TEP (Teacher Education Program), is an institutional program offered in eight campuses or institutional units, including Fajardo Campus.

The *2020 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), Bachelor Level at the Fajardo Campus Years 2015-16 to 2019-20

2015-2016				2016-2017				2017-2018				2018-2019				2019-2020			
Active Students 2015-2016		Graduate Students 2015-2016		Active Students 2016-2017		Graduate Students 2016-2017		Active Students 2017-2018		Graduate Students 2017-2018		Active Students 2018-2019		Graduate Students 2018-2019		Active Students 2019-2020		Graduate Students 2019-2020	
F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
11	1	0	0	18	1	1	0	17	3	2	0	16	0	0	0	17	1		
0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
3	5	1	0	5	4	0	0	6	2	1	0	0	1	0	0	1	2		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
19	9	2	0	22	11	3	4	34	8	4	1	22	5	3	0	19	5		
24	3	0	0	27	1	2	0	39	3	5	0	29	4	2	0	33	3		
6	2	1	0	4	2	0	0	10	2	1	0	7	3	3	0	6	3		
19	0	1	0	25	2	0	0	28	1	5	0	23	0	2	0	20	1		
84	**20**	**6**	**0**	**100**	**20**	**6**	**4**	**134**	**19**	**18**	**1**	**97**	**13**	**10**	**0**	**96**	**15**		

Table 2: Program Options in the Teacher Education Program (TEP), Graduate Level at the Fajardo Campus

SPECIALTY	2016-2017				2017-2018				2018-2019			
	Active Students 2016-2017		Graduate Students 2016-2017		Active Students 2017-2018		Graduate Students 2017-2018		Active Students 2018-2019		Graduate Students 2018-2019	
	F	M	F	M	F	M	F	M	F	M	F	M
MA Educational Leadership	11	4	2	1	6	2	1	1	14	2	1	0
MED Elementary Education**	10	1	2	0	5	1	3	0	4	1	0	0
MA Special Education**	13	1	8	0	7	0	2	0	4	1	1	0
TOTALS	34	6	12	1	18	3	6	1	22	4	2	0

** Graduate Programs in Moratory

      MED Elementary Education- Date of Moratory August 1, 2019
      MA Special Education- Date of Moratory August 1, 2019

The FC EPP Graduate Level has only one (1) Program to report since two Programs are in Moratory as observed in Table 2. The Elementary Education Program will no longer accept candidates since there are only 2 candidates that graduate in June 2020. Also, the Special Education Program has 1 candidate hat need to approve 1 course and finish the master's in Special Education. Therefore, for CAEP purposes, the EPP FC will only send data from the Educational Leadership Program.

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.

CAEP: 4.1   Impact of the TEP graduate in K-12 students learning

The provider is using an action research with the graduates to measure graduates' impact in their students. The EPP made 1 action Research in 2019, and the results are as follows:

INTER AMERICAN UNIVERSITY
FAJARDO CAMPUS
DEPARTMENT OF EDUCATION AND SOCIAL SCIENCE

CASE STUDY STD 4.1 (See Case Study)

"IMPACT OF THE GRADUATE OF THE TEACHER EDUCATION PROGRAM FROM FAJARDO CAMPUS RELATED TO ITS KNOWLEDGE, PEDAGOGICAL SKILLS AND DISPOSITION IN STUDENTS LEARNING IN THE CLASSROOM"

"IMPACTO QUE TIENE EL EGRESADO DEL PROGRAMA DE PREPARACIÓN DE MAESTROS DEL RECINTO DE FAJARDO SOBRE SUS CONOCIMIENTOS, DESTREZAS PEDAGÓGICAS Y DISPOSICIÓN EN EL APRENDIZAJE DEL GRUPO DE ESTUDIANTES EN EL SALÓN DE CLASES" MARCH-MAY 2019

Dr. Porfirio Montes
IAUPR Authorized Researcher

Mr. Peter Ribot- Teacher

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H. Impact Portfolio-Peter Ribot

Introduction and Background

The Teacher Education Program (TEP) of Inter American University of Puerto Rico (IAUPR) constitutes an answer to the needs and aspirations of a society in constant change and to the requirements of the Certification of Teachers Regulations of the Puerto Rico Department of Education (CAEP).

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

1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical and humanist culture.

2. Promote research, the management of information and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system.

3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.

4. Promote the solution of problem related to the educational environment within the frame of ethical, legal and social responsibility that regulates the profession.

5. Develop educational leaders committed to their professional development to promote a better pedagogical practice and, therefore, a better quality of life within the context of a culture of peace.

General Objectives of the TEP The Program aims to achieve the following general objectives:

1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.

2. Use research, the sources of information and technological advances on which to base the development of educational innovations.

3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.

4. Apply the ethical, legal and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.

5. Show commitment to the continuous improvement of the required professional competencies in the field of education.

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. In synthesis, the task of educational formation is a complex one and is a great social responsibility. In order to assume this responsibility, the TEP has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an effective means to improve its quality of life.

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.

Research Objectives

The proposed research has the purpose of measuring the level and depth of the impact that graduates of the Teacher Education Program of Fajardo Campus have on their knowledge, pedagogical skills and willingness to learn from student population that is in charge. It will be done with a sample of graduates by disposition of the Teacher Education Program (PEM) of each of the mentioned campuses to provide, from a research methodology in action, data to determine compliance with the Standard 4 Program Impact of the

accrediting agency Council for the Accreditation of Educator Preparation (CAEP), in its indicators 4.2 Indicators of Teaching Effectiveness and 4.4 Satisfaction of Completers.

Research Questions

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?

Literature Review

The book Write Source from Houghton Mifflin Harcourt is one of the few books I have in my classroom from which I used materials to help the students. This book helps and teaches the student on how to create an essay and to perfect their writing. The book does not only refer to essays it also has information on basic topics like adjectives, nouns, verbs and adverbs. Although most of the students don't like to write nor read, this book helped me to teach them the principles on how to write an essay. It was a difficult task since most of these books are for students that have a least basic knowledge on the English language, and in most of the groups the students don't have this basic knowledge. Nevertheless, the book gives a little bit of examples of different things therefor is a great help and material for class.

Some of the books might be a little outdated but there is a problem in our education system that is the lack of English teacher in our Island. The department should use their resources to help find new teachers and materials.

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 within the three mentioned Campuses s of the Inter-American University of Puerto Rico system, who 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 researcher 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)- Justification

The participant was Peter Ribot- Graduate from Fajardo TEP year 2017. In 2018, Ribot obtained a master's degree in Elementary English in the Inter American University of Puerto Rico, Fajardo Campus.

The TEP invited graduates from years 2016 to 2018, and Ribot was the only graduate willing to participate, Therefore the TEP decided to invite her to participate even when she graduated in 2007. 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. He was the only graduate that was willing to participate in the research voluntarily and by disposition.

Peter was working in Ana D. Flores School, Municipally of Fajardo, P.R as English Teacher. Peter once she accepted to participate in the research, he filled the consent form already established for this research. participant (Appendix 09-19-2015).

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 March 2019

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 March 2019 of the group selected about the participation of the 10th grade 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 enough 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 10th Grade students in charge. 10-2 (see Impact Portfolio developed by Peter Ribot- 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 Peter 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- Graduated-03).

Introduction

In this project you will find the information about the study that was done in the school Ana D. Flores with the group 10-2. This project involves lessons, exams and assignments for the development of each student. Personally, it was a little challenging. This was because of any time limit having two jobs. I selected this group because they reminded me of my group when I was back to high school.

School Profile

The name of the school is Ana D. Flores Santana. It is a vocational school that gives students the opportunity to study on different types of workshops for a career development. It is directed by Ms. Hilda Collado and Nelida Lasanta. The school is located in Barrio Quebrada Vueltas in Fajardo. There is a total of 65 teachers and 65 classrooms. The school

also has nearly 1,000 students from the 9th, 10th and 12th grade. For every subject there are seven teachers. The school has two courts for sport which only one is in use. Also has a library and a lunchroom. The school has two floors and, in every floor, there are two bathrooms.

Students Profile

I chose the group 10-2 of culinary because of the high interest on their academic classes. The group has a variety of students that makes it unique. The students present various difficulties on the English class since is not their first language and slow a mid-low level of domain. Their knowledge on the language is very limited to the basics, nonetheless, they show a lot effort to achieve their academic objective.

The group 10-2 consists of 15 students which are in the tenth grade, three males and twelve females. They are mid to high level students that can be very independent with their work. Only one student is from special education but only requirement are extra time and explain instruction several times. All students have bout the same age from 15 to 16. The group is from culinary arts and two students also participate on the ROTC Program.

Socioeconomic Level

The group 10-2 consist of 15 students are middle and lower economic classes. Almost all of the students live with both parents on private place and urbanizations from Fajardo. In most families both parents work full-time jobs and in some part-time jobs. In some of the families they receive government help. Students always are very responsible with their materials and never are missing anything.

Peter Ribot initial reflection- Reasons why it is worth carrying out the project

In the beginning at every new work, we may have nerves and doubts. You begin to question yourself is this what you really want to do. Every day that goes by is a new challenge at the time of class, sense you only have an hour sometimes less to teach to kids that also a personal life that keep their mind busy. At the start of the semester was hard for me, but as the time passed, I began to understand more the student and eventually all went well. It is very important that we as teacher help and understand our students. In this group there are not a lot of deficiencies. Although I can say that the most common one would be the lack of interest in reading. Like most of the students on this school they do not like to read not even in Spanish. The group is no different. Student #11 is from special education; she might have some problems in the language such as pronouncing some words or writing them, but that's normal in most of the students that have the same problem in this group. This student can compete with other students. Student # 15 is very smart, but her problem is her absence on school. She misses a lot of school days, but she is always able to keep-up with the class.

Researchers Data Analysis

The project started in March 2019-May 2019 with one (1) graduate from English Education specialty, of the Fajardo TEP The Graduate has a bachelor's in special education and the group selected was a 10th Grade which consisted of 15 students. The researchers visited the graduate from 8:30 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 Study. The data presented was collected through different strategies from observing classes, verifying lessons plans that should be according to the DEPR Content Standards and expectative for each academic subject and grade from March 2019. 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.

Phase I

Classroom observations from the Graduate Peter Ribot-English as a Second Language Teacher

The following observations were derived from the four weeks observations of the English graduated who by disposition participated in the project.

FIRST WEEK- **March 1-4, 2019**

The pre-test was administered. The following presents the data obtained from the teacher daily plan.

Unit: Reading Skills-Identify sentences and main idea.

Theme: Adjectives

Standard: Speaking, writing, language and reading (10. 5.1, W.1, LA.1, R.1)

Objectives: After guided practice the students will be able to demonstrate that they can

properly identify adjectives.

Students will have a test on topic sentences and main idea

Students will be able to write sentences using adjectives and the correct order of them

effectively.

Concepts: Reading, writing, story, paragraph, sentences, adjectives, main idea, topic

sentence, correct order.

Teaching strategies: Read aloud, language experience (practice), differentiated teaching,

cooperative learning, share reading, think aloud.

Skills developed: Reading skills, writing skills, identify the adjectives, order in the sentence

(syntax), identify main idea, write an essay.

Assessment: Summative Evaluation (Performance task)

Special Education accommodations: Adapted teaching, more time, provided examples,

explained instructions several times, fragmented work

Teacher reflection: Students took the exam on topic sentences and did well. It was a single test. They needed to identify the topic sentence within a paragraph. There is no re-teaching needed now all that is left is the post test.

Researcher observations: In the first week Peter Ribot began to work with the Unit Reading and Writing Skills-Identify sentences and main idea. Students wrote sentences using adjectives and the correct order of them effectively. They understood perfectly what the main idea and a topic sentence is. Students created writing about a personal experience and l identified grammatical errors correctly. Also, identify on their own work the topic sentences a main idea. Students created a new story on their journal. Finally, students identified correctly on their essay the topic sentence for each paragraph. They completed practice exercises correctly as a review for the exam of the Unit.

The week planning was based on Norman's Webb Taxonomy, levels two and three. The second Depth of Knowledge level is defined as **knowledge application.** Students must choose the appropriate route to correctly solve a question, making decisions and completing distinct steps along the way. To successfully do so, they may have to apply information in a different way or scenario than they learned it.

The third Depth of Knowledge level is defined as **strategic thinking.** Students must face problems and scenarios that are more abstract than those in the previous level. Often, there may be different correct steps and answers. For example, writing an essay based on a defined topic can lead students in unique directions. As a result, they'll likely reach dissimilar conclusions.

As learning strategies, he used oral lecture, differentiated instruction and cooperative learning. In special needs accommodation's, he repeats the instructions several times. The

students took an exam on topic sentences. It was a short test. They practiced identifying the topic sentence within the paragraph.

SECOND WEEK- **March 4-8, 2019**

Unit: Reading Skills-Identify sentences and main idea.

Theme: Topic Sentence-Main idea

Standard: Speaking, writing, language and reading (10. 5.1, W.1, LA.1, R.1)

Objective: Students will be able to understand perfectly what a main idea and a topic sentence is.

Students will identify with some difficult the main idea and topic sentence.

Students will be able to identify on their own work the topic sentence and main idea.

Concepts: Reading, writing, story, paragraph, sentences, adjectives, main idea, topic sentence, correct order.

Teaching strategies: Read aloud, language experience (practice), differentiated teaching, cooperative learning, share reading, think aloud.

Skills developed: Students did understand the subject with some minor difficulty. Must provide more examples and practice, with the special project. Students did understand the subject with some minor difficulty: Reading skills, writing skills, identify the adjectives, order in the sentence (syntax), identify main idea, write an essay.

Assessment: Summative evaluation (performance task) Making Connections Journal (Promps)

Special Education accommodations: Adapted teaching, more time, provided examples, explained instructions several times, fragmented work

Teacher reflection: Students did understand the subject with some minor difficulty. Must provide more examples, with the special project for next week. Students may be more comprehensive.

Researcher's observations: During the second week of the research Peter Ribot presented a review about the main idea and a topic sentence in a paragraph. Students wrote a paragraph identified the main idea and the topic sentence. The teacher clarified doubts in the subject. Then the students presented their final work for corrections. Peter used the following teaching strategies: read aloud, cooperative learning, more time, more examples and share reading. He explained the instruction several times. The students used notebooks and pencils.

THIRD WEEK- **March 11- 15-, 2019**

Unit: Reading Skills-Identify sentences and main idea.

Theme: Topic Sentence-Main idea

Standard: Speaking, writing, language and reading (10. 5.1, W.1, LA.1, R.1)

Objectives: Students will be able to create a writing about a personnel experience.

Students will be passing their sketch correctly.

Students will be able to identify grammatical errors correctly.

Students will be able to identify on their own work the topic sentence and main idea.

Students will be able to create a new story on their journal.

Concepts: Reading, writing, story, paragraph, sentences, adjectives, main idea, topic sentence, correct order, essay.

Teaching strategies: Read aloud, language experience (practice), differentiated teaching, cooperative learning, share reading, think aloud.

Skills developed: Analyze fundamental elements of the history and understand the literacy text: Reading skills, writing skills, identify the adjectives, order in the sentence (syntax), identify main idea, write an essay.

Assessment: Summative evaluation (performance task) Making Connections Journal (Prompts)

Special Education accommodations: Adapted teaching, more time, provided examples, explained instructions several times, fragmented work

Teacher reflection: Students have comprehended the subject; they will proceed to more practice exercises. Students have successfully created an essay on personal experience and have properly use topic sentences and main idea.

Researcher's observations

During this week Peter presented a general summary about the skills worked in class previously. His planning (objectives) were based on Norman Webb Taxonomy, *Deep Knowledge Procedural*.

This week students created writings about a personal experience. They demonstrated what they had learned about writing, identify the main topic and the main idea on the paragraph. They created a story or narrative of an event from their lives. Students presented their final writing to the teacher to be examined. Peter facilitated special education accommodations. He explained several times for a student with special needs. He gave more time to finish the written work.

Students had successfully creating an essay on a personal experience and had properly used topics sentences and identified the main idea on each paragraph.

FOURTH WEEK- **March 18-22, 2019**

Unit: Reading Skills-Identify sentences and main idea.

Theme: Topic Sentence-Main idea

Standard: Speaking, writing, language and reading (10. 5.1, W.1, LA.1, R.1)

Concepts: Reading, writing, story, paragraph, sentences, adjectives, main idea, topic sentence, correct order, essay.

Teaching strategies: Read aloud, language experience (practice), differentiated teaching, cooperative learning, share reading, think aloud. : Reading skills, writing skills, identify the adjectives, order in the sentence (syntax), identify main idea, write an essay.

Skills developed: Activity: Simplify complex numbers and apply the exponent rules correctly at least 5 to 7 given exercises

Objectives: Students will hand in their complete work.

Students must be able to identify correctly on their essay the topic sentence for each paragraph.

Students must be able to complete practice exercises correctly as review for their exam.

Students must be able to complete practice exercises correctly as review for their exam.

 Assessment: Summative evaluation (performance task) Making Connections Journal (Prompts)

Special Education accommodations: Adapted teaching, more time, provided examples, explained instructions several times, fragmented work.

Teacher reflection: Students did understand the subject with some minor difficulty. Must provide more examples and practice, with the special project.

Researcher's observations

During the last week of the research, the student identified correctly on their story the topic center for each paragraph. Each student presented an essay that contained five paragraphs, four sentences in each paragraph. The students demonstrated the different level

on content domain-based Norman Webb Taxonomy. Peter worked with the second and third level of the taxonomy. The second Depth of Knowledge level is defined as **knowledge application.** Students must choose the appropriate route to correctly solve a question, making decisions and completing distinct steps along the way. To successfully do so, they may have to apply information in a different way or scenario than they learned it.

The third Depth of Knowledge level is defined as **strategic thinking.** Students must face problems and scenarios that are more abstract than those in the previous level. Often, there may be different correct steps and answers. For example, they wrote an essay based on a defined topic can lead students in unique directions. As a result, they'll likely reach dissimilar conclusions.

As learning strategies, he used oral lecture, written work, differentiated instruction and cooperative learning. In special needs accommodation's, he repeats the instructions several times. The students took an exam on topic sentences. It was a short test. They practiced identifying the topic sentence within the paragraph.

Teacher's General Reflections

Reflection #1

At the start I felt very nervous since the students did not respect me or pay enough attention to class. This may be since I'm young. But I did not hesitate, I did my best and it seems it's working. Students are paying attention; they show respect and have the trust in me when they need help.

Reflection #2

I'm little more confident, students were responding very well to the lessons. Although they still have problems with the language, they seem to understand some of it and

do their best. Most of the students have improved their grades in the class and the other are still working on it.

Reflection #3

Most of the students did an excellent job on the lesson. Some needed re-teaching. But overall, the students have understood very well the concept of topic sentences and main ideas.

Students Reflections: The following presents a summary of the weekly student's reflection obtained from the teacher after, she teaches:

General Question: How do you felt at the beginning of school and in the English class?

Student 1: At the beginning of the school I felt bored because I really don't like English class, but I have good grades. I also felt confused because I didn't know how the teacher was going to be and act with us.

Student 2: At the time of the class I felt a little bored, but the teacher explained things excellently and leaved us to work and deliver on time.

Student 3: I do not know too much English. In the classroom all students were friends and became a family environment. In the classroom the teacher stimulated us to help each other. The teacher is good with us. If we have some assignment that we did not gave to him, he gave us a second chance and help us in what he can.

Student 4: In the semester I already knew several things. I moved responsible in the hour of English class. The teacher is good people, he makes us laugh and advised us when we had assignments and exams.

Student 5: In the English class I felt comfortable with myself when reading, writing and speaking. English can help me when I travel because I can communicate with other people

who speak English. In the class I am doing well, and I no longer be afraid of speaking English as a second language.

Student 6: I still feel the same way, but I had learned more and improved my writing. I already knew how to write and speak in English, but my writing was not good. My talking was better than my writing. In the class, I learned a lot to write clearly and with all the rules.

Student 7: This class was the best, and I learned a lot. We already had confidence in the teacher and more domain in his class.

Student 8: The teacher helped us a lot when we are doing the lectures and writings, also when we are speaking. Now I like more the class and I can use it for something better.

Student 9: Now I have a little more trust with the teacher, and I can ask him when ever. If I don't understand something, I feel comfortable to ask him. The class is more interesting, and I like it a lot. I felt happy because now I can read and write without too much errors. I learned how to identify and adjective and a verb in the sentence. Also, I know to identify the main idea in the paragraph and the central topic of the history. We learned to write an essay and to be creative and analytic in the writings.

Student 10: I had learned a lot in the English class. Peter Ribot is the best teacher I ever had. I have learned a lot of things. The English class is my favorite of all. I like to enter to the class because I can talk with the teacher whatever I want. He is the best. I understood all the classes that he gave to me.

Student 11: At the end of the semester I knew more. I learned many things. The most I liked was doing the stories we had to developed. It was a great experience.

Student 12: At the beginning of the topic, I do not understand anything, and I was frustrated. When the days passed the teacher continuing explaining until I got to understand. I felt very confident and have been able to do all the work. I thanks to my excellent teacher.

Student 13: I just was expecting another normal English class. When I entered, I was no sure if it was the right class. But when I meet the English teacher (Peter Ribot) I was calm. I liked Friday's class because that day we had the opportunity to write our own stories and different themes.

Student 14: In all topics and skills, the teacher helps us to improve all the time. He was very aware that we delivered all the work. He gave us the opportunity to have cooperative learning and gave us time to improve the work. He repeats the instructions several times to ensure that all students know what the task was to do. He individualized his teaching because not all students were in the same level.

Teacher General Reflections: Peter Ribot Teacher General Reflection (Research Questions)

1. **What would you share with your colleagues, of the process of accompaniment during the experience of the action research?**

   Classroom research helps us have a clearer and deeper insight into the relevance of teaching a subject. It helps us to constantly identify information about the new methodologies, teaching strategies and current trends in education, based on the scientific research carried out. It helps us to know the learning styles of each student. The results of the action research reflect the level of achievement of each student which strengthens the individualization of teaching. It also help us to adapt the curriculum for students with special needs and integrate reasonable accommodations in the planning of educational teaching.

2. Which assessment techniques have you used that helped you become a successful teacher in achieving your students to learn the material?

Some of the different strategies or techniques that I use to prepare the students are working in groups to answer questions and to investigate. Collaborative learning help student to feel more comfortable and independent in their daily work. We can observe and obtained qualitative information about how students learn. I use home assignments because the students can practice through many exercises and improve their English as a second language. It is a good strategy to involve parents in their child education. Short test provide information about formative learning and provide the teacher information to plan re-teaching. The teacher responsibility is that student can achieve the planning goals and objectives. Students learn reading aloud, writing, sharing information and materials, thinking aloud and analyzing what they read and write using the different level of thinking.

Then the final test of each Unit provides qualitative and quantitative information about student's achievement, and if they are prepared to continue with the next Unit. It is important that the teacher stimulate students to work in different school projects to work with the initiative and to be creative using English as a second language.

3. Which techniques and strategies have you used on your classroom that you learned on your methodology courses?

Since I do not have a lot of access to technology in my classroom the students and myself use our phones as media to acquire information. Students have been able to create presentations and essays by researching topics on their phones. Although we copy and do lots work on board students are always open to use their phones apps for educational purposes. Also, I use the strategy of cooperative learning, work in small groups, share

material and information regarding to the Unit content. I give time to the students to read and write and correct errors in their work using the Unit book and practicing oral and written communication.

4. **How do you evaluate your academic readiness that helped you become a successful teacher on helping your students learn the subject?**

First of all it is important to have mastery of content of the subject that is taught according to the specialty, in my case it is English as a second language and the use of pedagogical skills learned in the Teacher Education Program and applied in the Clinic Experiences courses. It is very important to demonstrate safety, commitment and willingness to manage the classroom. Also promoting a positive learning environment conducive to emerging materials and emergent technology.

5. **On your experience as a teacher, what do you remember learning in the Teacher's Education Program that you have used on the learning process and how you can evidence it on the investigation?**

I learned that if teachers show both academic and emotional support to the students, then they are more likely to achieve their desired goals and objectives. Most of the groups that I teach have basic or less knowledge in English. This is due to the fact that most of them did not had a support from either family or teachers on their academic behavior. I help my students by thinking like they do and understanding their doubts, helping them with their own resources such as their phones which they used daily. By doing this they don't get stressful and pay more attention at the time of learning. What I remember about the *Teacher Education Program* is that in the course of *Research in the Classroom,* we learned how to identify a problem and the justification to do the research, to develop variables or objectives and research questions, to make literature review and to use APA style to write and to do

research. We also learned to develop the methodology to gather information and to design the steps to integrated and organized data.

6. Which are the areas that I need to prepare more to be a better teacher?

In the area I have a doubt or need to learn more is about PBL. These projects basically are a tool for the students to investigate. That is as far as my knowledge in that topic goes. I did a little research project with my students about our literature culture and folklore, but I would have loved to do better or more.

7. What suggestions would you offer to the Teacher's Educational Program for them to improve the preparation of teachers?

My suggestion would be to instruct all teacher on the new projects that the DE is working on such as PBL. Also, teachers should be able to have group control and that's not always the case although this topic they might touch it a little bit on university it is very important that it can be reinforced. Finally, a teacher should develop public speaking, not all teachers are good at this, but it is very important because on this might depend the impact you have on your students when you are giving a class.

Researchers general conclusions about the teacher reflections (Questions 1-7)

Peter evaluated the Teacher Education Program of Inter American University, Fajardo Campus as an excellent program that prepare them to be effective teacher, and high qualify. It recognizes that the faculty that offers the general and specialty courses are well prepared and that they provide them with the necessary knowledge in content, teaching methodology, teaching strategies, preparation of materials to develop effective educational planning. He is aware that it is important to comply with national and state education standards.

The program prepares them in the skills necessary for the integration of emerging technology and the use of the *Individualized Educational Plan* (IEP), as a frame of reference in planning for students with special needs. The program through clinical experience courses (EDUC 1080, EDUC 2870, EDUC 3015- pre-practice, and EDUC 4013- practice course) offers the opportunity to observe, reflect on educational practices, plan and prepare materials. The program prepares them for the development of formative and summative assessment in the real scenarios of public and private schools in Puerto Rico.

Pre-post Test Description

Peter Ribot developed a test of 20 multiple-choice questions based on the skills developed in the selected Unit. It covers the skills of identifying the types of sentences in a paragraph, the best topic center, identifying where the topic center is in the paragraph and identifying the central idea in the paragraph. The purpose was to develop writings and essays that present clear, organized ideas and with the minimum of orthographic errors. The test was administered to 13 students at the beginning of the unit (pretest) and at the end of the unit (posttest). The test result was statistically significant.

Pre-post Test Results

Phase I- Pre-Post				
Pre-post Test-20 items PEM Total value 14	Pre-test	Post-test	Master	No master
Student 1	7	18	X	
Student 2	14	16	X	
Student 3	10	18	X	
Student 4	7	19	X	
Student 5	12	20	X	
Student 6	10	7		X
Student 7	4	19	X	
Student 8	9	20	X	
Student 9	6	18	X	
Student 10	11	14	X	

Phase I- Pre-Post				
Student 11	3	13		X
Student 12	1	13		X
Student 13	5	16	X	
Student 14	2	13		
n=14				

7.04525×10^{-6}
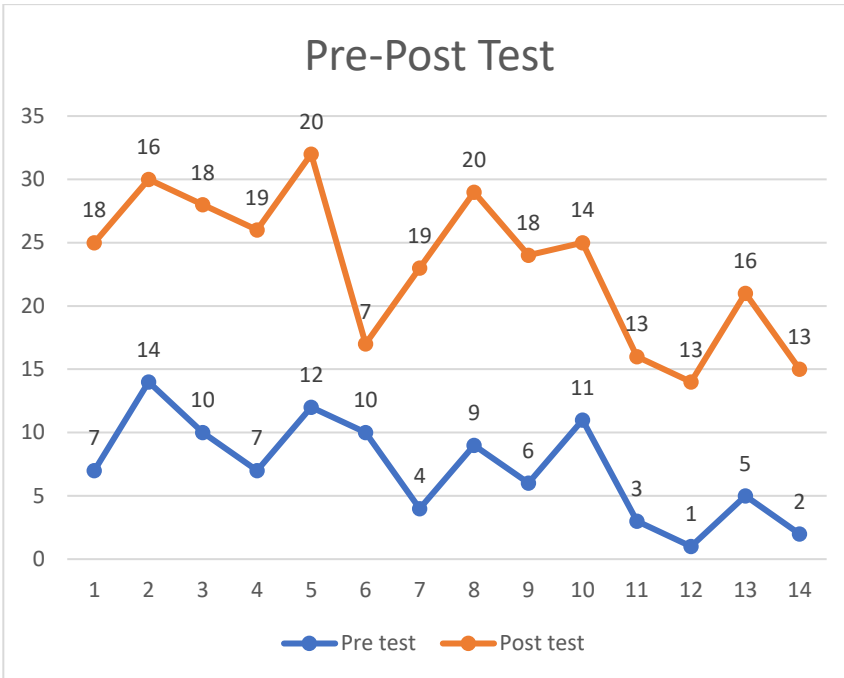
Summary

1. In the study 14 students participated.

2. In the Pre-Test, the highest value was 14 points and the lowest was 1 point. In the Post-Test the highest was 20 points and the lowest 7 points.

3. It is established that in the post test it was possible to increase the score obtained.

4. The results of the pretest and posttest (t-test) were statistically significant.

Phase II- Instrument Evaluation by students of the Teacher Graduated in Service (7th-12th Grades)

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.

Perception of the Graduate's. Impact from the Students using the I-EGRE 03 (7 to 12th grade)

The graduate whose specialty is English Elementary has 14 students in the class. We administered the I- EGRE 03 (7-12th grade). This survey will be answered by students who have been taught by service teachers (Graduates from PEM) The purpose of this survey was to know the perception of students on the teacher's execution regarding the impact in the following areas:

1. Promotes diversity and interests in his/her students to encourage learning.
2. Promotes in students pertinent and meaningful learning
3. Promotes leaning communities of thought with his/her students.
4. Offers feedback to students regarding their mistakes/doubts
5. Integrates emergent technology in the classroom.
6. Promotes search of information

To know what your perception (point of view or what you think) about the teacher's impact that teaches the class, use the following scale to select your answer:

5= Totally true

4= Most of the time is true

3= Somewhat true

2= Mainly false

1= Totally false

In relation to Promoting diversity and interests in his/her students to encourage learning, the students perceived it as most of the time is true (mean of 4.54) with a SD of .72100. In relation to promoting in students pertinent and meaningful learning also the students perceived it as most of the time is true (mean of 4.33) and an SD of .861892. In relation to promoting leaning communities of thought with his/her students, the students perceived it as most of the time is true (mean of 4.75) and an SD of .675664. In relation to offering feedback to students regarding their mistakes/doubts, the students perceived it as most of the time is true (mean of 4.58) and an SD of .731925. In relation to integrating emergent technology in the classroom, the students perceived it as most of the time is true (mean of 4.42) and an SD of .928611. Finally, in relation to promoting search of information, the students perceived it as most of the time is true (mean of 4.63) and an SD of .710939. As a conclusion the 12 graduates 'students perceived a mean between 4.33 to 4.58(impact is most of the time is true) in all six (6) areas related to effective teaching. The following table presents the data:

Graduates student's perceptions regarding the impact of the Fajardo TEP graduate in the following areas using the I-Egresado Instrument 03 (7th to 12th grade)	N	Mean	SD
Promote diversity and interest in students to learn in charge. (Premises 1-2)	12	4.54	0.72106
Promote a pertinent and relevant learning to the students in charge. (Premises 3-5)	12	4.33	0.861892
Promote reflexive learning communities in students in charge. (Premises 6-7)	12	4.75	0.675664
Provides feedback to students regarding their mistakes and doubts. (Premises 8-10)	12	4.58	0.731925
Integrate emergent technology in the classroom. (Premises 11-12)	12	4.42	0.928611
Promotes search of information. (Premises 13-14)	12	4.63	0.710939

Research General Questions

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 language learners?

5. What instructional strategies do teachers use to teach?

6. How is assessment conducted and used?

See the answers for the research questions below

In this study, the researcher observed the performance of Peter Ribot according to her instructional practice for four 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?

Peter Ribot is a highly qualified teacher. He obtained his bachelor's degree in English as a Second Language at the Inter American University, Fajardo Campus, in 2017. It indicates that in its academic preparation, the University prepared it in basic knowledge and skills for the mastery of the material it teaches. As part of the developed skills we can mention co-teaching, individualization of teaching and work in pairs, techniques and teaching strategies. He took courses in literature and communication, narrative and poetry, reading and writing, advanced writing, linguistics, comparative analysis of English and Spanish, children's literature, curriculum teaching and assessment of English (K-6) and acquisition of English as a second language.

The Teacher Education Program prepares them in general knowledge such as, technology management, integration of technology in the classroom, Spanish and English courses, History and Humanities. He also took courses on philosophical, psychological and sociological foundations. He took courses on teaching methodologies and teaching strategies including a course for special education population. He has always been willing to collaborate with the Inter-American University, Fajardo Campus, in research projects, participation in workshops and curricular and extracurricular activities.

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?**

The graduates of the Teacher Education Program of the Inter American University of Puerto Rico, Fajardo Campus, value the preparation received by the institution since it has prepared them to be highly qualify teachers to perform in the public and private schools of Puerto Rico. The program has prepared them in the mastery on the subjects they teach as in the methodologies, teaching strategies and techniques to be used in the classroom.

In this way they can identify each student's strengths and needs, goals, and objectives to provide a differentiated education. The Teacher Education program is responsible for preparing teachers in the assessment process to determine each student's educational progress.

The Teacher Education Program offers four Courses of Experiences in the Educational Environment (EDUC 1080, EDUC 2890, EDUC 3015 and EDUC 4013) where graduates could practice the knowledge acquired through the program. Graduates have the responsibility to develop a quality education that allows the development of the optimal potential of each student at public and private schools.

The provider, The Inter America University, Fajardo Campus, assigns qualified university supervisor to visit the candidate at the school when they are in the practice process, to observe and to provide technical assistance in coordination with the cooperator teacher. Peter 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. He was very satisfied with the TEP effectiveness in giving him 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?**

Peter exposes that the Inter-American University of Puerto Rico, Fajardo Campus through the courses of Experiences in the Educational Environment (EDUC 3015-Pre-practice and EDUC 4013-Teaching Practice, the master students participate in workshops coordinated by the Faculty of the Teacher Education Program, (TEP). Some of the workshops are: Teaching Planning, Assessment, Individualized Educational Plan (IEP), Classroom Management, Technology Integration, Information Management Skills and Teaching Strategies.

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. He really thinks that the TEP prepared him to be an effective English Education teacher during the pre-service or clinical practice course. However, he can really have said that the knowledge gained during his pre-service course gave him the idea that any teacher has to adapt to the latest changes in any functions as an English Teacher.

4. **What is the teacher's reflection about and guiding principles for teaching English language learners?**

He took all English courses from K-6. in the Inter American University, Fajardo Campus. It's a requirement of the Department of Education through school curriculum. Peter said that many students expressed that they do not like English. His biggest challenge was to motivate them to attend classes, participate actively, and maintain a positive attitude towards the subject. The students expressed in their reflections that one of the biggest challenges is the mastery of English as a second language because is a universal idiom.

Another fundamental principle is to allow students to work collaboratively, developing their creativity in special projects. The fundamental objective of classroom research is that students through the Unit worked could develop reading and writing skills creatively and effectively. Peter managed to meet the objectives set in the research.

5. **What instructional strategies do teachers use to teach?**

The researcher observed Peter for four weeks using a variety of instructional strategies such as last class review, open questions, read and think aloud, shared reading, cooperative learning, information search, communication skills, writing skills and differentiated instructions.

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:** Reading and Writing

Peter Ribot utilized a variety of assessment techniques that included formative and summative assessment. He 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 he included 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, he administrated short tests: one regular test for the UNIT.

Assessment Summary

Peter utilized a variety of assessment techniques that included formative and summative assessment. He 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 the student with special needs he 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, he administrates short tests: one regular test for the UNIT a with the accommodations for the student with special needs. In this way they were able to increase the achievement level of each student. Peter was able to demonstrate that there was a positive impact on the learning teaching process. With the results of the pre-posttest. There was also a positive impact on the mastery of skills worked in class as part of the Developed Unit. He demonstrated his knowledge and skills as a highly qualified teacher graduated from the Inter-American University of Puerto Rico, Fajardo Campus.

Peter Ribot final conclusions of the results of the research

This research mainly sought to measure the impact of the strategies adopted as a teacher on the academic achievement of students. Work was carried out in Unit Reading and Writing. The objectives developed were:

1. After guided practice the students will be able to demonstrate that they can properly identify adjectives.

    a. Students will have a test on topic sentences and main idea

    b. Students will be able to write sentences using adjectives and the correct order of them effectively.

2. Students will be able to understand perfectly what a main idea and a topic sentence is.

3. Students will identify with some difficult the main idea and topic sentence. Students will be able to identify on their own work the topic sentence and main idea.

4. Students will be able to create a writing about a personnel experience.

5. Students will be passing their sketch correctly.

6. Students will be able to identify grammatical errors correctly.

7. Students will be able to identify on their own work the topic sentence and main idea.

8. Students will be able to create a new story on their journal.

9. Students must be able to identify correctly on their essay the topic sentence for each paragraph.

10. Students must be able to complete practice exercises correctly as review for their exam.

11. Students must be able to complete practice exercises correctly as review for their exam.

In the Unit selected for research the student learned the basics skills for writing sentences and paragraphs. The students learned how to identify an adjective on the sentence, identify the main idea of the sentence and the central topic on the paragraph. They learned to write short stories with minimal orthographic mistakes. The teacher achieved by giving students the opportunity to formatively correct their work before granting the summative evaluation. Finally, they managed to write essays with subjects assigned by the teacher and

subjects of free selection by the students. The students express in their written reflections that they like very much and enjoy to write on free selection themes.

Researcher final conclusions of the results of the research

Peter Ribot graduated from Inter American University, Fajardo Campus in 2017. He obtained a *Bachelor Degree in Arts in Teaching English as a Second Language at the Elementary Level*. He was teaching in Ana D. Flores, Vocational School at Municipally of Fajardo. He accepted to perform the research with a 10th grade group with 14 student's enrollment. Researcher had a meeting with the school director and she accepted to initiate the research. In the report we included the school profile and students profile. Once teacher Peter Ribot was oriented, the observation visits began. The teacher identified the Unit to be developed which according to the curriculum map lasted 4 weeks. The teacher developed a pre and posttest, which was administered at the beginning and end of the Unit.

Teaching planning was based on The Department of Education of Puerto Rico (PRDE) 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

To develop the Unit, Peter used the book *Write Source* from Houghton Mifflin Harcourt is one of the few books that he had in his classroom from which he used materials to help the students. This book helps and teaches the student on how to create an essay and to perfect their writing. The book does not only refer to essays it also has information on basic topics like adjectives, nouns, verbs and adverbs. Although most of the students don't like to write nor read, this book helped him to teach them the principles on how to write an essay. It was a difficult task since most of these books are for students that have a least basic knowledge on the English language, and in most of the groups the students don't have this basic knowledge.

With those resources, students had the opportunity to practice oral and written skills. Peter corrected the exercises and the assignments every day. He administered short tests to verify student's achievement formatively. After the four weeks he administered a final test as a summative assessment. Peter Ribot demonstrated his competences as high qualify teacher with the results of the pretest and posttest. That result was statistically significant. The researcher administered the Instrument Evaluation by Students of the graduated in Service (7th-12th grades- EGRE 03). The purpose of this survey was identified the perception of the students on the teacher execution regarding to the impact of the following areas:

1. Promotes diversity and interests in his/her students to encourage learning.

2. Promotes in students pertinent and meaningful learning

3. Promotes leaning communities of thought with his/her students.

4. Offers feedback to students regarding their mistakes/doubts

5. Integrates emergent technology in the classroom.

6. Promotes search of information

In the research process, Peter Ribot, demonstrated mastery of content in the English specialty and in pedagogical skills. He had a good management of the learning environment and managed to capture the interest, attention and commitment of the students for the development of learning experiences. The technological resources were very limited since they only have one computer and one printer in the library. But they used diverse materials related to the book content and create another one. Peter planned visits to the library to use these resources. The teaching strategies used were read aloud, language experience, differentiated teaching, cooperative learning, share reading, and think aloud. For the student with special needs he used adapted teaching, more time, variety of examples, explained instructions several times and fragment work. Students were happy because they learned how to write sentences, paragraphs, identify the main idea of each paragraph, to write short stories and essays with a minimum of errors. The students understood the importance of mastering a second language since English is a universal language. This can be corroborated in the students' written reflections.

This research evidences the quality of the Teacher Education Program of the Inter-American University of Puerto Rico, Fajardo Campus. It prepares teachers with appropriate teaching methodologies and strategies, classroom management skills, technology integration, development of formative and summative assessment, willingness and commitment to serve as a teacher in Teaching of Elementary English as a Second Language. The results of the pre and post-test and the instrument administered to the students, reflect their satisfaction and positive academic achievement (see results of the pre and post-test and the instrument administered I- EGRE 03 (7-12th grade), pages 30-33). See Appendix.

Dr. Porfirio Montes
Faculty/Researcher
March 2020

II: The EPP also started an action research in 2020, Due to foreseen circumstances from earthquakes and now the Corona Virus since March 14, 2020, we had to postpone the start the case study since our schools are closed in Puerto Rico.

6. Indicators of Teaching Effectiveness: (CAEP 4.2, 4.4, 4.4 and A. 4.1)

ADVANCE PROGRAM- A 4.1 Satisfaction of Employers:

The FC Advance Leadership Program   will be utilizing the L2- Satisfaction of the Employers from the Leadership Program Instrument to evaluate Advance Leadership Program Completers. The instrument has gone through designing from August to December 2019. The survey is composed of 43 premises that evaluate 8 professional competencies related to leadership Program. The instrument was aligned to CAEP Advance Program Standards and to the DEPR professional Competencies of the Director. The competencies evaluated are. See (Employer Satisfaction Questionnaire- A. 4.1-English Translation).

1. Content Knowledge- Premises 1 to 5
2. Diversity- Premises 6 to 10
3. Research Skills- Premises 11 to 15
4. Application of Educational Leadership Skills- Premises 16 to 23
5. Disposition- Premises 24 to 29
6. Ethical Behavior- Premises 30 to 34
7. Application of Technology Skills- Premises 35 to 36
8. Participation of Collaborative Activities- Premises 37 to 43

EPP also sent the questionnaire in Spanish. The Instrument went through face validity with N= 12 participants. The EPP advance Program started to perform the face validity with the faculty from February 2020 to March 2020. The result of the face validity was 99% (See results of the Face Validity- L1- Advance Program).

L-1 Validity Results Advance Satisfaction Employers	Results
Validity Result Satisfaction ADVANCE Employers (L-1)	Esencial l 99% No esencial 1% Total 100% (n= 12)

The Instrument will use a five-point Likers scale that measures the Employers satisfaction of the completers professional competencies using the following scale: 5 (Very Satisfied), 4 (Mostly Satisfied), 3 (Satisfied), 2 (Little satisfied) and 1 (Unsatisfied). EPP faculty decided that a mean of 4.0 or more to determine satisfaction of the employers. (See L-1 Educational Leadership Satisfaction of Employers of the Educational Leadership Program- English Translation).

This instrument was discussed with the school directors and Advance program in order to evaluate the instrument content validity. The instrument will use the DEPR School Directors competencies since the EPP will be using the CAEP review option, not the state review for STD A. 1.2. The Instrument also will offer the employers satisfaction of the completer's preparation Vs other EPP completers preparation.

Once the face validity was performed the Program decided to administer the instrument to the 2017, 2018 and 2019 completers, however since March 14, 2020 our Campus is in Lockdown and our schools are closed until further notice. The EPP will administer this instrument to the employers of our completers once the emergency of the Corona Virus is solved and the Educational systems opens normally

Employers evaluation of Fajardo TEP completers (IP-12)- 4.2

The following are the descriptive results of the Employers Evaluation of TEP completers. This instrument was modified in between August to October and went into a pilot administration in November 2019. The sample is composed of 12 employers that evaluated 13 Fajardo TEP completer's professional competencies. The survey is composed of 21 premises that evaluate six professional competencies. The competencies evaluated are:

1. SK= Subject Knowledge in the area or level of specialty they teach- Premises 1 to 4
2. KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment- Premises 5 to 9
3. IT= Use and Integration of Technology- Premises 10 to 12
4. CM= Management of Classroom Environment- Premises 13 to 15
5. D= Diversity- Premises 16 to 18
6. RT= Reflective Thinking and Research- Premises 19 to 21

The legend for the dispositions is: SK= Subject Knowledge; KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment; IT= Use and Integration of Technology; CM= Management of Classroom Environment; D= Diversity and RT= Reflective Thinking and Research. The target means for SK= 24; KS= 52; IT= 32; CM= 24; D= 20; RT= 24 and Full scale= 176.

The internal reliability of this is instrument is .997 this is an excellent reliability. The premises have a five-level scale with a range from very competent (5) to slightly competent (1). Table 3 presents the professional competencies, premises and the codes assigned.

Table 3: **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
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

Areas Evaluated	Premises	Codes
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

Fajardo TEP completers on average met the target established for all the areas evaluated (See 0 4)

Table 4: Employers Evaluation of Fajardo TEP Completers Competencies

	SK	KS	IT	CM	D	RT	Full Scale
N	13	13	13	13	13	13	13
Missing	0	0	0	0	0	0	0
Mean	28.0	60.23	34.62	28.69	21.46	27.23	200.23
Std. Deviation	3.63	8.51	5.99	3.30	3.36	4.53	27.44
Minimum	17	35	20	18	14	14	118
Maximum	30	65	40	30	25	30	220
Target Met	x	x	x	x	x	x	x

Note. The legend for the dispositions is: SK= Subject Knowledge; KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment; IT= Use and Integration of Technology; CM= Management of Classroom Environment; D= Diversity and RT= Reflective Thinking and Research. The target means for SK= 24; KS= 52; IT= 32; CM= 24; D= 20; RT= 24 and Full scale= 176.

The completers evaluated by the employers teach Pre-school (8.3%), K-3 (16.7%), Elementary English (16.7%), Biology (8.3%), Social Studies (8.3%) and Special Education (38.5%). Most employers (83.3%) were very satisfied with Fajardo TEP completers and rated as excellent (91.7%) the quality of the preparation of teachers. Most employers (83.3%) categorized completers as very effective.

Table 5: Employer's opinion of Fajardo TEP completers preparation

	Frequency	Percent
Excellent	11	91.7
Good	1	8.3
Satisfactory	0	0
Deficient	0	0
Poor	0	0
Total	**12**	**100.0**

Table 6: Employers Satisfaction with Fajardo TEP Completers

	Frequency	Percent
Very satisfied	10	83.3
Somewhat satisfied	1	8.3
Satisfied	1	8.3
Somewhat dissatisfied	0	0
Dissatisfied	0	0
Total	**12**	**100.0**

Table 7: Employers opinion of Fajardo TEP completers Effectivity

	Frequency	Percent
Very effective	10	83.3
Somewhat effective	1	8.3
Effective	0	0
Somewhat ineffective	1	8.3
Ineffective	0	0
Total	**12**	**100.0**

Satisfaction of Employers: IAUPR's Survey to Employers (CAEP 4.3)

Employers Satisfaction with Fajardo TEP completers (ISP-16 Rev.)

The following are the descriptive results of the Employers Satisfaction of TEP completers. This instrument was modified in between August to October 2019, and also went into a pilot administration in November 2019. However, EPP utilized a sample of 11 employers. The sample is composed of 11 employees that were evaluated by 9 employers. The survey is composed of 30 premises that evaluate seven professional competencies. The competencies evaluated are:

1. SK= Subject Knowledge in the area or level of specialty they teach- Premises 1 to 6
2. KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment- Premises 7 to 14
3. IT= Use and Integration of Technology- Premises 15 to 17
4. CP= Professional Commitment- Premises 18 to 21
5. D= Diversity- Premises 21 to 24
6. RT= Reflective Thinking and Research- Premises 25 to 27
7. I= Impact of the completer in student learning- Premises 28 to 30

The target mean for SK= 24; (mean of 4.0), KS= 32 (mean of 4.0); IT= 12 (mean of 4.0 minimum); CM= 16 (mean of 4.0 minimum); D= 12 (mean of 4.0 minimum); RT= 12 (mean of 4.0 minimum); I= 12 (mean of 4.0 minimum) and Full scale= 120 (mean of 4.0

minimum). For CAEP purposes the minimum accepted mean for mastery is 4.0 or above for measuring satisfaction of employers (-4.0 minimum meaning- More than satisfied to Very Satisfied).

The internal reliability of this is instrument is .987 this is an excellent reliability. The premises have a five-level scale with a range from very satisfied (5) to no satisfaction (1) for each of the 30 premises and seven competencies. The following table presents the professional competencies, premises and the codes assigned.

Table 8: Professional competencies evaluated, premises and codifications

Areas Evaluated	Premises	Codes
Dominion of subject: Theoretical and Practical Knowledge	Design the development of the class according to the contents and expectations of the subject taught	SK1
Dominion of subject: Theoretical and Practical Knowledge	Design differentiated learning activities according to the levels and stages of cognitive social, linguistic and emotional development of the	SK2
Dominion of subject: Theoretical and Practical Knowledge	Design clear, relevant and specific learning experiences, according to the content it teaches	SK3
Dominion of subject: Theoretical and Practical Knowledge	Design and carry out learning experiences integrating the content of the subject taught with others.	SK4
Dominion of subject: Theoretical and Practical Knowledge	Write the objectives of the class in conceptual, procedural, and attitudinal terms, promoting learning activities relevant to the contextual reality of the student.	SK5
Dominion of subject: Theoretical and Practical Knowledge	Construct questions from different levels of thinking according to the content standards / expectations of the subject taught.	SK6
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Apply teaching strategies and techniques according to the objectives of the class and subject taught.	KS1
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	It uses programs, technological equipment, didactic materials and web links in the teaching and learning process available according to the subject it teaches.	KS2
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Use the results of the assessment and the tests to plan re-teaching and differentiated teaching activities.	KS3
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Maintains an environment of respect that promotes positive social interactions in the classroom.	KS4
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Facilitates an environment that promotes student attention and motivation in the classroom.	KS5

Areas Evaluated	Premises	Codes
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Constantly informs students and parents of their students' progress	KS6
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	The learning activities used promote an active participation and collaboration of the student in his learning	KS7
Pedagogical Knowledge and Skills: Planning, Teaching and Assessment	Design differentiated learning activities according to the levels and stages of cognitive, social, linguistic, and emotional development of the student.	KS8
Use and Integration of Technology	Design learning experiences by integrating programmed technological equipment and links available from the web according to the subject taught.	IT1
Use and Integration of Technology	Use available technology to promote technological assistance, accommodations and differentiated teaching	IT2
Use and Integration of Technology	Exhibits appropriate and ethical conduct in accordance with their teaching duties and responsibilities	IT3
Commitment to profession	Exhibits appropriate and ethical conduct in accordance with its duties and responsibilities	CP1
Commitment to profession	Demonstrates a receptive and professional attitude towards the recommendations of his immediate supervisor	CP2
Commitment to profession	Participate in professional, extracurricular, and community activities inside and outside of school.	CP3
Commitment to profession	Evidence of commitment to professional updating by attending various professional development activities, belonging to professional organizations or undertaking graduate studies, among others.	CP4
Diversity	Plan and adapt educational activities that address individual, social, cultural and linguistic differences	D1
Diversity	Adapt the teaching and learning process to serve students with different needs	D2
Diversity	Demonstrates sensitivity and understanding of the diversity of students in the classroom	D3
Reflective Thinking and Research	Asks questions that encourage your students to think critically and reflectively.	RT1
Reflective Thinking and Research	Plan learning experiences that promote information search and research skills in your students.	RT2
Reflective Thinking and Research	He conducts learning experiences for his students to train them in solving everyday problems, decision making and creativity.	RT3
Teacher Impact	Develops, manages and analyzes assessments of the summative results to demonstrate that there was a gain in the learning of his students in his classes.	I1

Areas Evaluated	Premises	Codes
Teacher Impact	It shows that it had a positive impact on the learning of its students when planning, developing, and analyzing the results of the formative assessments used during the teaching process.	I2
Teacher Impact	Demonstrates that their instruction is effective using various evolutionary methods and varied assessments to support the learning gain in tune with the objectives set.	I3

The completers evaluated by the employers are distributed as follows: teach Pre-school (10.0%), K-3 (10.0%), Elementary English (20.0%), Biology (10.0%), Social Studies (10.0%) and Special Education (40.0%). Most employers rated as excellent the quality of the preparation and performance of teachers. Fajardo TEP completers on average met the target established for all seven professional competencies evaluated in the instrument (See Table 9).

Table 9: Employers Satisfaction with Fajardo TEP Completers Competencies

	SK	KS	IT	CP	D	RT	I	Full Scale
N	11	11	11	11	11	11	11	11
Missing	0	0	0	0	0	0	0	0
Mean	27.45	35.82	13.91	19.00	13.73	13.64	13.73	136.90
Std. Deviation	3.62	6.98	1.76	2.54	2.41	2.16	1.90	20.50
Minimum	18.00	18.00	10.00	12.00	7.00	8.00	9.00	82.00
Maximum	30.00	40.00	15.00	20.00	15.00	15.00	15.00	150.00
Target Met	X	X	X	X	X	X	X	X

Note: The legend for the competencies is: SK= Subject Knowledge; KS= Pedagogical Knowledge and Skills: Planning, Teaching and Assessment; IT= Use and Integration of Technology; CP= Professional Commitment; D= Diversity, RT= Reflective Thinking and Research and I = Teacher Impact. The target mean for SK= 24; KS= 32; IT= 12; CM= 16; D= 12; RT= 12; I= 12 and Full scale=120.

In relation to evaluating the professional performance in the position held by the graduates/completers of the Fajardo Campus Program by employers, 81.9% (9 employers) evaluated that the completers they employed evaluated as excellent the (5.0) the professional performance in the position held and 18.2% (2 employers) evaluated as Good the professional performance in the position held as teachers. The data is seen in the following table:

Table 10: How do you evaluate the professional performance in the position held by the graduates/graduates of the Fajardo Campus Program that you employ and have supervised?

	Frequency	Percent
Excellent	9	81.8
Good	2	18.2
Satisfactory	0	0
Deficient	0	0
Poor	0	0
Total	**11**	**100.0**

In relation to evaluating the quality of the academic preparation received by the graduates of the Fajardo Campus Program that you employ and have supervised, 90% (9 employers) evaluated that the quality of the academic preparation of the Fajardo EPP completers they employed evaluated as excellent the (5.0) and 10% (1 employers) evaluated as Good the quality of the academic preparation of the Fajardo EPP completers they employed. The data is seen in the following table:

Table 11: How do you evaluate the quality of the academic preparation received by the graduates of the Fajardo Campus Program that you employ and have supervised?

	Frequency	Percent
Excellent	9	90.0
Good	1	10.0
Satisfactory	0	0
Deficient	0	0
Poor	0	0
Total	**11**	**100.0**

Conclusion: Continuous improvement measures

EPP will discuss the results of this administration to the Faculty to seek for continuous improvement suggestions regarding the results of this survey. Even when the results of the evaluation were more than 4.0 in all seven competencies, still there is room to improve specially in enforcing in our specialty courses to ensure more quality in teaching. These indicators tell the EPP to continue to enforce the use of the MEP-01 in the specialty courses which will be used more closely.

Satisfaction of Completers: Completers Satisfaction Surveys (CAEP 4.4)- Bachelor Program

The evidences sources for the satisfaction of completers is the IAUPR' Alumni survey, proprietary Assessment, PCMAS' survey to Candidates at completion (proprietary Assessment).

Evidence 4.4.4

Results of the Premises #16 and #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.

March 2019- Premises related to satisfaction of graduates/Candidates from the PCMAS Survey

Academic and socioeconomic profile of applicants to take the Teacher Certification Tests (PCMAS)

When filling out the application to take the tests for The Teacher Certification, the candidates complete a questionnaire that aims to gather academic and socioeconomic information.

Results were follows:

1. The number of candidates/graduates filing this survey was eleven. (Premise #3)
2. The academic average accumulated was between 3.00 to 3.50- 3 candidates/graduates (27%) and from 3.50 to 4.0- 8 candidates/graduates (73%) (Premise #4)
3. Regarding the years elapsed between years of study and time of taking PCMAS test was: none- 5 candidates/graduates (45%), less than a year- 3 candidates/graduates (27%), three to five years- 2 candidates/graduates (18%) and more than five years- 1 candidate/graduate (9%). This data tells us that five (45%) candidates applied for the test while studying and six (55%) graduates waited between 1 to 5 years to apply for the Test. (Premise #8).
4. In relation to evaluating quality of the preparation received from the EPP, 3- 27% candidates/graduates considered it very adequate, and 3- 27% candidates/graduates

considered it more than adequate. Finally, 5 candidates/graduates (45%) considered the preparation received adequate (premise #16).

5. Regarding satisfaction of the preparation received as a teacher, 3- 27% were very satisfied, 5- 45% were more than satisfied, and 3- 27% were satisfied with the preparation received as a teacher. As a conclusion, 72% of the candidates/graduates who applied for the survey were between more than satisfied to very satisfied with the preparation received as a teacher (Premise #19).

3. Indicate the highest academic preparation you have completed or will complete at the end of this academic year.

    (A)   High school

    (B)   Baccalaureate + 30 credits

    (C)   Master

    (D)   Master's + 30 credits

    (E)   Doctorate or postdoctoral

	Puerto Rico		Your institution	
	Frequency	Percent (%)	Frequency	Percent (%)
	851	74	9	82
	184	16	1	9
	75	7	1	9
	27	2	0	0
	6	1	0	0

4. Select the academic average that you estimate you have accumulated by completing the highest academic preparation listed above.

    (A)   2.00 to 2.49

    (B)   2.50 to 2.99

    (C)   3.00 to 3.49

    (D)   3.50 to 4.00

	Puerto Rico		Your institution	
	Frequency	Percent (%)	Frequency	Percent (%)
	8	1	0	0
	73	6	0	0
	520	45	3	27
	542	47	8	73

7. How many years, if any, have elapsed between your last year of study and the time of taking this test?

(A) None

(B) Less than a year

(C) One to two years

(D) Three to five years

(E) More than five years

Puerto Rico		Your institution	
Frequency	Percent (%)	Frequency	Percent (%)
672	59	5	45
208	18	3	27
95	8	0	0
73	6	2	18
97	8	1	9

9. Indicate the years of experience you have as a teacher.

(A) None

(B) Less than a year

(C) One to two years

(D) Three to five years

(E) More than five years

Puerto Rico		Your institution	
Frequency	Percent (%)	Frequency	Percent (%)
663	58	6	55
153	13	1	9
98	9	2	18
92	8	2	18
141	12	0	0

15. How have you developed the competence and understanding you have developed at the level or subject at which you intend to teach?

(A) Very Adequate

(B) Pretty Adequate

(C) Adequate

(D) Less Adequate

(E) Inadequate

Puerto Rico		Your institution	
Frequency	Percent (%)	Frequency	Percent (%)
791	70	4	36
275	24	5	45
62	5	2	18
3	0	0	0
3	0	0	0

16. How do you consider the preparation you received in your courses at the Faculty, Department, or Education or Pedagogy Program?

(A) Very Adequate

(B) Pretty Adequate

(C) Adequate

(D) Less Adequate

(E) Inadequate

	Puerto Rico		Your institution	
	Frequency	Percent (%)	Frequency	Percent (%)
	764	67	3	27
	274	24	3	27
	96	8	5	45
	10	1	0	0
	3	0	0	0

19. Generally speaking, how satisfied are you with the preparation you received as a teacher?

(A) Very satisfied

(B) Pretty satisfied

(C) Satisfied

(D) Unsatisfied

(E) Dissatisfied

	Puerto Rico		Your institution	
	Frequency	Percent (%)	Frequency	Percent (%)
	710	62	3	27
	318	28	5	45
	98	9	3	27
	15	1	0	0
	5	0	0	0

Fajardo EPP is also using the EGRE.S 15- Satisfaction of completers survey. This survey evaluates the satisfaction of the EPP completers, and the results are as follows:

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. 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 12. The instrument had a reliability of .962 this is an excellent reliability.

Table 12: Competencies 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
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	AD3

Areas Evaluated	Premises	Codes
	daily planning to respond to individual needs and strengths and develop varied activities that challenge different levels of student thinking.	
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
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 13: **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	25.00	12.00	9.00	10.00	13.00	69.00
Std. Deviation	0	0	0	0	0	0
Minimum	25.00	12.00	9.00	10.00	13.00	69.00
Maximum	25.00	12.000	9.00	10.00	13.00	69.00
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.

There was only one case for EGRES 15. Fajardo TEP met all the criteria evaluated by this completer.

A. 4.2 Satisfaction of Completers from the Educational Leadership Program.

The FC Advance Leadership Program will be utilizing the L2- Satisfaction of the Educational Leadership Program Completers to evaluate the completers satisfaction of the mastery of the Professional competencies evaluated in the instrument. The instrument has gone through designing from August to December 2019. The survey is composed of 43 premises that evaluate 8 professional competencies related to leadership Program. The

competencies are: (See Graduate Satisfaction Questionnaire l- 2-A. 4.2- English Translation).

1. Content Knowledge- Premises 1 to 5
2. Diversity- Premises 6 to 10
3. Research Skills- Premises 11 to 15
4. Application of Educational Leadership Skills- Premises 16 to 23
5. Disposition- Premises 24 to 29
6. Ethical Behavior- Premises 30 to 34
7. Application of Technology Skills- Premises 35 to 36
8. Participation of Collaborative Activities- Premises 37 to 43

The instrument was aligned to CAEP Advance Program Standards and to the DEPR professional Competencies of the Director. The EPP advance Program started to perform the face validity with the faculty from February 2020 to March 2020. The result of the face validity was 98% (See Validity Results Advance Completer Satisfaction- L-2- Advance Program).

Validity results for L-2 – Satisfaction Completers	Results
Validity Result: Satisfaction Completers (L-2)	Esencial 98% No esencial 2% Total 100% (n= 12)

The Instrument will use a five-point Likers scale that measures the Completers satisfaction of the professional competencies using the following scale: 5 (Very Satisfied), 4 (Mostly Satisfied), 3 (Satisfied), 2 (Little satisfied) and 1 (Unsatisfied). EPP faculty decided that a mean of 4.0 or more to determine satisfaction of the completers (See L-2 Educational Leadership Satisfaction of Completers of the Educational Leadership Program- English Translation).

This instrument was discussed with the school directors and Advance Program in order to evaluate the instrument content validity. The instrument will use the DEPR School Directors competencies since the EPP will be using the CAEP review option, not the state review for STD A. 1.2. The Instrument also will offer the employers satisfaction of the completer's preparation Vs other EPP completers preparation.

Once the face validity was performed the Program decided to administer the instrument to the 2017, 2018 and 2019 completers, however since March 14, 2020 our Campus is in Lockdown and our schools are closed until further notice. The EPP will administer this instrument to the completers once the emergency of the Corona Virus is solved and the Educational systems opens normally.

Satisfaction of Advance Completers and Employment milestones and from the IAUPR Survey during January 2019

EPP uses as a second measure, the IAUPR- System Completer Advance Satisfaction Survey every two years to determine the relationship between graduate-level academic programs and the current employment status of graduates of the Inter American University of Puerto Rico.

Method

The questionnaire was emailed during January 2019 to graduate-level graduate graduates who graduated during the 2015-16 and 2016-17 academic years. The answers were anonymous.

Participants

Out of a total of 29 completers from three advance programs at the FC, 7 responded representing a 24% participation. Since this administration, the Fc has three advance programs and as of 2019, only has 1 due to low registration and moratory status of the programs.

Instrument has some demographic questions such as:

Gender	Female	7	100%
	Male	0	0%
	Total	7	100%
Age	20 to 24 years old	0	0%
	25 to 34 years old	4	67%
	35 to 44 years old	1	17%
	45 to 54 years old	1	17%
	55 years or older	0	0%
	Total	6	100%

Data shows that 100% (7) completers were female. Also, regarding age range 67% (4) were between 25 to 34 years old and 17% were between the ages of 35 to 54 years old.

I. EMPLOYMENT MILESTONES

Relationship between current academic program and employment

Questions	Alternatives	F	%
Are you currently working?	Yes	7	100%
	No	0	0%
	Total	7	100%
How long did it take from the time you graduated until you got a job?	I already had a job when I graduated.	6	86%
	1 month or less	1	14%
	2 months to 6 months	0	0%

Questions	Alternatives	F	%
	7 months to 1 year	0	0%
	More than 1 year	0	0%
	Total	7	100%
How close is your current employment to your area of concentration?	Highly related	5	71%
	Moderately related	2	29%
	Unrelated	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 hold?	Very important	7	100%
	Moderately important	0	0%
	Something important	0	0%
	Nothing important	0	0%
	Total	7	100%
What is the reason why your current employment is unrelated or unrelated to your concentration of studies?	I didn't get a job in my concentration area.	0	0%
	I got better pay in another area	0	0%
	I didn't like working in my area and I looked for another alternative	0	0%
	Total	0	0%

Data showed that all 7 (100%) completers has already a job, but only 71% (5 completers) had a job closely related to their current area of concentration and 29% (2) had a moderately area of concentration.

Regarding how important was the preparation they evaluated they received at the Inter American University for the position you hold, all 100% (7) evaluated as Very Important (Scale of 5).

II. Evaluation of the institutional mission's

General competencies	Alternatives	F	%
1. The academic preparation you received at the Inter-American University of Puerto Rico.	Excellent	5	71%
	Good	2	29%
	Regular	0	0%
	It must improve	0	0%
	Total	7	100%
2. The quality of learning experiences in and out of the classroom.	Excellent	4	57%
	Good	3	43%
	Regular	0	0%
	It must improve	0	0%
	Total	7	100%
	Excellent	4	57%

3. The training you received in practice.	Good	3	43%
	Regular	0	0%
	It must improve	0	0%
	Total	7	100%
4. Ways the academic program reflected the new trends and advances of his profession.	Excellent	4	57%
	Good	3	43%
	Regular	0	0%
	It must improve	0	0%
	Total	7	100%
5. How student activities contributed to his professional life.	Excellent	4	57%
	Good	3	43%
	Regular	0	0%
	It must improve	0	0%
	Total	7	100%
6. The training in ethical values (ethical, democratic and Christian-ecumenical) received at the Inter-American University of Puerto Rico.	Excellent	6	86%
	Good	0	0%
	Regular	1	14%
	It must improve	0	0%
	Total	7	100%
7. His general experience at the Inter-American University of Puerto Rico.	Excellent	6	86%
	Good	1	14%
	Regular	0	0%
	It must improve	0	0%
	Total	7	100%

NOTE: In a scale of 5, for EPP CAEP satisfaction is a mean of 4.0 or above.

Data showed that regarding the quality of the academic preparation received at the Inter American University of Puerto Rico, 71% (5) perceived it as excellent and 29% perceived it as Good. Regarding the quality of learning experiences in and out of the classroom, 57% (4) perceived it as excellent and 43% (3) perceived it as Good. Regarding the quality of the training received in practice, 57% (4) perceived it as excellent and 43% (3) perceived it as Good. Regarding the quality of ways, the academic program reflected the new trends and advances of his profession, 57% (4) perceived it as excellent and 43% (3) perceived it as Good. Regarding of how student activities contributed to his professional life, 57% (4) perceived it as excellent and 43% (3) perceived it as Good.

3. **Graduation Rates Cohort 2012 and Retention Rates Cohorts 2017**

Fajardo Campus Retention Rates- Cohorts 2016 to 2018 Department of Education's Master's Programs

Fajardo Campus
Retention Rates- Cohorts 2016 to 2018
Department of Education's Master's Programs

Introduction

To calculate retention rates, the tracking cohort is selected first. The retention rate is reported one year after the follow-up cohort has been established. Therefore the 2019 cohort will be reported in August 2020.

To follow-up cohort, for students at level of master's degree was defined in this report as follows:

- Students re-entering master's level programs
- Your admission type is *Regular*
- *Full Timers* in their first fall term

Once the cohort base (number of students) is selected for one year of admission, it is expected until the next academic year (first fall) enrollment to determine how many of the cohort students re-enrolled in some Department of Education master's level program. Then, divides the number of students held by the base of the cohort and multiplies by one hundred to calculate the retention rate.

Retention Rate from 1st to 2nd year of studies- Master's Level Students in Programs of Education

Cohort	Base	Retained	% Retention
2016	5	3	60%
2017	5	5	100%
2018	8	7	88%

Retention Rate from 1st to 2nd year of study- Master's Level Students in Education Programs

Cohort 2018

Academic Programs	Cohort Base 2018	Retained Education Program	% Retention
329- SPECIAL EDUCATION	1	1	100%
395- TEACHING ELEMENTARY LEVEL	2	2	100%
402- EDUC MGMT LEADERSHIP	5	4	80%
Total	**8**	**7**	**88%**

Retention Rate **from 1ˢᵗ to 2ⁿᵈ** year of study- **Master's Level Students in Education Programs Cohort 2017**

Academic Programs	Cohort Base 2017	Retained Education Program	% Retention
395- TEACHING ELEMENTARY LEVEL	2	2	100%
402- EDUC MGMT LEADERSHIP	3	3	100%
Total	**5**	**5**	**100%**

Retention Rate **from 1ˢᵗ to 2ⁿᵈ** year of study- **Master's Level Students in Education Programs Cohort 2016**

Academic Programs	Cohort Base 2016	Retained Education Program	% Retention
395- TEACHING ELEMENTARY LEVEL	3	2	67%
402- EDUC MGMT LEADERSHIP	2	1	50%
Total	**5**	**3**	**60%**

TEP analysis

The FC TEP Master's Program will report only the MA in Educational Leadership, since the MA in Elementary Level (395) and the MA in Special Education (329) are in moratory. In relation to the retention Rate from 1ˢᵗ to 2ⁿᵈ year of study- Master's Level Students in Education Programs in Educational**,** leadership Cohort 2018**,** 80% (4) candidates were retained in the program and only 20% (1 candidate) left the program. In relation to the retention Rate from 1ˢᵗ to 2ⁿᵈ year of study- Master's Level Students in Education Programs in Educational**,** leadership Cohort 2017, 100% (3) candidates were retained in the program. In relation to the retention Rate from 1ˢᵗ to 2ⁿᵈ year of study- Master's Level Students in Education Programs in Educational**,** leadership Cohort 2016, 50% (1) candidate was retained in the program and one (50%) candidate left the program. The 2019 cohort cannot be reported since the retention rate is reported one year after the follow-up cohort has been established.

As a conclusion in three year follow up retention rate cohorts 2016 to 2018, 2 (20%) candidates left the program and 8 (80%) candidates were retained in the MA in Educational Leadership.

II. Fajardo Campus Graduation Rates- Cohorts 2013 to 2015 Department of Education Master's Programs

Fajardo Campus **Graduation Rates- Cohorts 2013 to 2015** **Department of Education Master's Programs**

Introduction

To calculate the graduation rates, the follow-up cohort is selected first. In this report, the follow-up cohort for master's level students was defined as follows:

- Students re-entering master's level programs
- Your admission type is *Regular*
- *Full Timers* in their first fall term

Once the cohorts were selected for each year of admission, it was followed up for the next four academic year to determine how many of these students graduated from the Institution. Then, subdivided the number of students who graduated between the base of the cohort and multiplied by one hundred percent to calculate the cumulative graduation rate. The cumulative four-year graduation rate reflects the percentage of cohort students who graduated in four years of education from the Department of Education's master's level program.

Accumulated Graduation Rate at 4th year of studies- Master's Level Education Programs

Cohort	Base	Graduates	% Graduation
2013	9	7	78%
2014	18	12	67%
2015	12	8	67%

Accumulated Graduation Rate in the 4th years of studies- Masters Level Programs

Cohort 2015

Academic Programs	Cohort Base 2015	Graduates Education Program	% Graduation
329- SPECIAL EDUCATION	6	4	67%
395- TEACHING ELEMENTARY LEVEL	3	2	67%
402- EDUC MGMT LEADERSHIP	3	2	67%
Total	**12**	**8**	**67%**

Accumulated Graduation Rate at 4ᵗʰ year of studies- Master's Level Education Programs

Cohort 2014

Academic Programs	Cohort Base 2014	Graduates Education Program	% Graduation
329- SPECIAL EDUCATION	5	5	100%
395- TEACHING ELEMENTARY LEVEL	7	5	71%
402- EDUC MGMT LEADERSHIP	6	2	33%
Total	**18**	**12**	**67%**

Accumulated Graduation Rate at 4th year of studies- Master's Level Education Programs

Cohort 2013

Academic Programs	Cohort Base 2013	Graduates Education Program	% Graduation
329- SPECIAL EDUCATION	3	1	33%
395- TEACHING ELEMENTARY LEVEL	4	4	100%
402- ED: EDUC MGMT & LEADERSHIP	2	2	100%
Total	**9**	**7**	**78%**

TEP Analysis

The FC TEP Master's Program will report only the MA in Educational Leadership, since the MA in Elementary Level (395) and the MA in Special Education (329) are in moratory. The cumulative four-year graduation rate reflects the percentage of cohort students who graduated in four years of education from the FC Department of Education's master's level program. The Accumulated Graduation Rate in the 4th years of studies- Masters Level Programs, Cohort 2015 in the Educational Leadership Program reflects that 67% (2) candidates graduated from the program and only 23% (1 candidate) did not graduate. The Accumulated Graduation Rate in the 4th years of studies- Masters Level Programs, Cohort 2014 in the Educational Leadership Program reflects that 33% (2) candidates graduated from the program and only 67% (4 candidates) did not graduate. The Accumulated Graduation Rate in the 4th years of studies- Masters Level Programs, Cohort 2013 in the Educational Leadership Program reflects that 100% (2) candidates graduated from the program.

As a conclusion, in a 4 year follow up graduation rate cohorts 2013 to 2015, 6 (55%) candidates graduated from the program and 5 (45%) candidates did not graduate in the four-year cohort graduation rate.

III. Fajardo Campus Retention Rates- Cohorts 2014 to 2018- Department of Education -Baccalaureate Programs

Fajardo Campus **Retention Rates- Cohorts 2014 to 2018** **Department of Education** **Baccalaureate Programs**

Introduction

To calculate retention rates, the tracking cohort is selected first. The retention rate is reported one year after the follow-up cohort has been established.

To follow-up cohort, for high school level students was defined in this report as follows:

- Students re-entering high school programs
- Your admission type is *Regular*
- *Full Timers* in their first fall term

Once the cohort base (number of students) is selected for one year of admission, is expected until enrollment in the next academic year (first term of FALL*),* to determine how many of the students in the cohort re-enrolled in some Department of Education program. Then, divides the number of students held by the base of the cohort and multiplies by one hundred to calculate the retention rate.

Retention Rate from 1st 2nd year of study- High school students

Cohort	Base	Retained	% Retention
2014	22	16	73%
2015	10	8	80%
2016	14	11	79%
2017	17	9	53%
2018	11	8	73%

Retention Rate from 1st 2nd year of study- High school students by program

Cohort 2018

Academic Programs	Cohort Base 2018	Retained Education Program	% Retention
136- SPECIAL EDUCATION	1	1	100%
206- ELEM ED TEACH ENGLISH SEC LANG	4	3	75%
236- EARLY CHILDHOOD ELEM LVL K3	1	1	100%
237- TEACH ELEM FOUR TO SIX 4 6	2	1	50%
243- EARLY CHILDHOOD PRESCHOOL LVL	3	2	67%
Total	**11**	**8**	**73%**

Retention Rate from 1st to 2nd year of study- High school students by program

Cohort 2017

Academic Programs	Cohort Base 2017	Retained Education Program	% Retention
136- SPECIAL EDUCATION	1	1	100%
145D- SEC ED TEACH OF SPANISH INTNET	1	1	100%
174- SEC EDUC TEACHING OF BIOLOGY	2	0	0%
206- ELEM ED TEACH ENGLISH SEC LANG	6	5	83%
236- EARLY CHILDHOOD ELEM LVL K3	5	2	40%
243- EARLY CHILDHOOD PRESCHOOL LVL	2	0	0%
Total	**17**	**9**	**53%**

Retention Rate from 1st to 2nd year of study- High school students by program

Cohort 2016

Academic Programs	Cohort Base 2016	Retained Education Program	% Retention
136- SPECIAL EDUCATION	3	3	100%
206- ELEM ED TEACH ENGLISH SEC LANG	5	4	80%
236- EARLY CHILDHOOD ELEM LVL K3	1	1	100%
237- TEACH ELEM FOUR TO SIX 4 6	1	1	100%
243- EARLY CHILDHOOD PRESCHOOL LVL	4	2	50%
Total	**14**	**11**	**79%**

Retention Rate from 1st to 2nd year of study- High school students by program

Cohort 2015

Academic Programs	Cohort Base 2015	Retained Education Program	% Retention
144- SEC EDUC TEACHING OF HISTORY	1	0	0%
206- ELEM ED TEACH ENGLISH SEC LANG	3	2	67%
236- EARLY CHILDHOOD ELEM LVL K3	1	1	100%
243- EARLY CHILDHOOD PRESCHOOL LVL	3	3	100%
282- DEAFNESS And PARTIAL DEAFNESS	2	2	100%
Total	**10**	**8**	**80%**

Retention Rate from 1st to 2nd year of study- High school students by program

Cohort 2014

Academic Programs	Cohort Base 2014	Retained Education Program	% Retention
136- SPECIAL EDUCATION	2	1	50%
144- SEC EDUC TEACHING OF HISTORY	2	1	50%
174- SEC EDUC TEACHING OF BIOLOGY	4	3	75%
176- PHYS ED SECONDARY LEVEL	1	0	0%
177- SEC EDUC TEACH SOCIAL STUDIES	1	1	100%
191- MUSIC EDUCATION INSTRUMENTAL	2	1	50%
206- ELEM ED TEACH ENGLISH SEC LANG	2	2	100%
236- EARLY CHILDHOOD ELEM LVL K3	2	1	50%
237- TEACH ELEM FOUR TO SIX 4 6	4	4	100%
243- EARLY CHILDHOOD PRESCHOOL LVL	2	2	100%
Total	**22**	**16**	**73%**

Analysis

The most recent retention rate is the 2018 cohort, reported in the 2019-20 academic year. The 2019 cohort was admitted in August 2019. The year of study is fulfilled in August 2020. We must wait until August 2020, to know how many of the students were held.

Retention Rate from first to second year of study- High school students by program, Cohort 2018, reflected a retention rate between 50 to 100% in five specialties. (136, 206, 236, 237 and 243). Total retention rates between the five specialties is 73%.

Retention Rate from first to second year of study- High school students by program, Cohort 2017, reflected a retention rate between 0 to 100% in six specialties. (136, 145D, 174, 206, 236, and 243). Total retention rates between the five specialties is 53%.

Retention Rate from first to second year of study- High school students by program, Cohort 2016, reflected a retention rate between 50 to 100% in five specialties. (136, 206, 236, 237 and 243). Total retention rates between the five specialties is 79%.

Retention Rate from first to second year of study- High school students by program, Cohort 2015, reflected a retention rate between 0 to 100% in five specialties (144, 206, 236, 243 and 282). Total retention rates between the five specialties is 80%.

Academic Programs	Cohort Base 2015	Retained Education Program	% Retention
144- SEC EDUC TEACHING OF HISTORY	1	0	0%
206- ELEM ED TEACH ENGLISH SEC LANG	3	2	67%
236- EARLY CHILDHOOD ELEM LVL K3	1	1	100%
243- EARLY CHILDHOOD PRESCHOOL LVL	3	3	100%
282- DEAFNESS And PARTIAL DEAFNESS	2	2	100%
Total	**10**	**8**	**80%**

IV. Fajardo Campus Graduation Rates- Cohorts 2008 to 2013, Department of Education Programs

English Translation

Fajardo Campus
Graduation Rates- Cohorts 2008 to 2013
Department of Education Programs

Introduction

To calculate the graduation rates, the follow-up cohort is selected first. In this report, the follow-up cohort for high school level students was defined as follows:

- Students re-entering high school level programs
- Your admission type is *Regular*
- Full *Timers* in their first fall term

Once the cohorts were selected for each year of admission, it was followed up for the next six academic year to determine how many of these students graduated from the Institution. Then, we divide the number of students who graduated between the base of the cohort and multiplied by one hundred percent to calculate the cumulative graduation rate. The cumulative six-year graduation rate reflects the percentage of students in the cohort who graduated in six years or less from some Department of Education program.

Accumulated Graduation Rate at 6 years or less of studies- Baccalaureate Level Education Programs

Cohort	Base	Graduates	% Graduation
2008	51	6	12%
2009	37	1	3%
2010	23	1	4%
2011	12	0	0%
2012	26	4	15%
2013	32	7	22%

Accumulated Graduation Rate at 6 years or less of studies- Baccalaureate level

Cohort 2013

Academic Programs	Cohort Base 2013	Graduates Education Program	% Graduation
136 - SPECIAL EDUCATION	3	0	0%
144 - SEC EDUC: TEACHING OF HISTORY	2	1	50%
145 - SEC EDUC: TEACHING OF SPANISH	2	0	0%
147 - SEC ED: TEACH ENG 2ND LANG	3	0	0%
174 - SEC EDUC: TEACHING OF BIOLOGY	1	0	0%
176 - PHYS ED: SECONDARY LEVEL	1	0	0%
178 - PHYS ED: ELEMENTARY LEVEL	1	0	0%
206 - ELEM ED: TEACH ENGLISH SEC LANG	3	1	33%
236 - EARLY CHILDHOOD: ELEM LVL K-3	10	4	40%
243 - EARLY CHILDHOOD: PRESCHOOL LVL	6	1	17%
Total	**32**	**7**	**22%**

Accumulated Graduation Rate at 6 years or less of studies- Baccalaureate level

Cohort 2012

Academic Programs	Cohort Base 2012	Graduates Education Program	% Graduation
136- SPECIAL EDUCATION	2	0	0%
147- SEC ED: TEACH ENG 2ND LANG	1	0	0%
174- SEC EDUC: TEACHING OF BIOLOGY	1	0	0%
177- SEC EDUC: TEACH SOCIAL STUDIES	1	0	0%
178- PHYS ED: ELEMENTARY LEVEL	1	0	0%
206- ELEM ED: TEACH ENGLISH SEC LANG	6	1	17%
236- EARLY CHILDHOOD: ELEM LVL K-3	5	2	40%
237- TEACH ELEM FOUR TO SIX (4-6)	2	0	0%
243- EARLY CHILDHOOD: PRESCHOOL LVL	7	1	14%
Total	**26**	**4**	**15%**

Accumulated Graduation Rate at 6 years or less of studies- Baccalaureate level

Cohort 2011

Academic Programs	Cohort Base 2011	Graduates Education Program	% Graduation
128-SEC EDUC: TEACH OF MATHEMATICS	1	0	0%
136-SPECIAL EDUCATION	1	0	0%
144-SEC EDUC: TEACHING OF HISTORY	1	0	0%
145-SEC EDUC: TEACHING OF SPANISH	1	0	0%
176- PHYS ED: SECONDARY LEVEL	3	0	0%
206- ELEM ED: TEACH ENGLISH SEC LANG	2	0	0%
236- EARLY CHILDHOOD: ELEM LVL K-3	2	0	0%
282- DEAFNESS And PARTIAL DEAFNESS	1	0	0%
Total	**12**	**0**	**0%**

Accumulated Graduation Rate at 6 years or less of studies- Baccalaureate level

Cohort 2010

Academic Programs	Cohort Base 2010	Graduates Education Program	% Graduation
136- SPECIAL EDUCATION	2	0	0%
174- SEC EDUC: TEACHING OF BIOLOGY	1	0	0%
176- PHYS ED: SECONDARY LEVEL	6	0	0%
178- PHYS ED: ELEMENTARY LEVEL	1	0	0%
206- ELEM ED: TEACH ENGLISH SEC LANG	4	0	0%
207- PHYS EDUC: ADAPTED PHYS EDUC	1	0	0%
236- EARLY CHILDHOOD: ELEM LVL K-3	4	1	25%
237- TEACH ELEM FOUR TO SIX (4-6)	2	0	0%
243- EARLY CHILDHOOD: PRESCHOOL LVL	2	0	0%
Total	**23**	**1**	**4%**

Accumulated Graduation Rate at 6 years or less of studies- Baccalaureate level

Cohort 2009

Academic Programs	Cohort Base 2009	Graduates Education Program	% Graduation
136- SPECIAL EDUCATION	5	1	20%
147- SEC ED: TEACH ENG 2ND LANG	1	0	0%
174- SEC EDUC: TEACHING OF BIOLOGY	2	0	0%
175- SEC EDUC: TEACH SC JR HIGH	1	0	0%

Academic Programs	Cohort Base 2009	Graduates Education Program	% Graduation
176- PHYS ED: SECONDARY LEVEL	3	0	0%
178- PHYS ED: ELEMENTARY LEVEL	5	0	0%
206- ELEM ED: TEACH ENGLISH SEC LANG	2	0	0%
236- EARLY CHILDHOOD: ELEM LVL K-3	8	0	0%
237- TEACH ELEM FOUR TO SIX (4-6)	4	0	0%
243- EARLY CHILDHOOD: PRESCHOOL LVL	6	0	0%
Total	**37**	**1**	**3%**

Accumulated Graduation Rate at 6 years or less of studies- Baccalaureate level

Cohort 2008

Academic Programs	Cohort Base 2008	Graduates Education Program	% Graduation
128- SEC EDUC: TEACH OF MATHEMATICS	1	1	100%
136- SPECIAL EDUCATION	5	1	20%
145- SEC EDUC: TEACHING OF SPANISH	2	0	0%
174- SEC EDUC: TEACHING OF BIOLOGY	1	0	0%
176- PHYS ED: SECONDARY LEVEL	8	0	0%
178- PHYS ED: ELEMENTARY LEVEL	4	0	0%
192- MUSIC EDUC GENERAL VOC	1	0	0%
206- ELEM ED: TEACH ENGLISH SEC LANG	2	1	50%
207- PHYS EDUC: ADAPTED PHYS EDUC	4	0	0%
226- EARLY CHILDHOOD SPECIAL	1	0	0%
236- EARLY CHILDHOOD: ELEM LVL K-3	11	0	0%
237- TEACH ELEM FOUR TO SIX (4-6)	4	2	50%
243- EARLY CHILDHOOD: PRESCHOOL LVL	7	1	14%
Total	**51**	**6**	**12%**

Analysis

As for the graduation cohort, the most recent is the 2013 cohort, reported in 2019-20. These students were admitted in August 2013. Their sixth year was in May 2019, which was last May. Cohort 2014 has not yet turned 6. This will happen in May 2020, and since the Annual report is sent in April 2020, FC Ep cannot send the 2014 graduation rate cohort. This 2014 graduation rate cohort will be sent in the next 2021, Annual Report.

2013 cohort of EPP graduates reflected an accumulated graduation rate between 0% to 50%. The Secondary Education specialty had a 50% accumulated graduation rate in six years or less, in the K-3 Level there was a 40% accumulated graduation rate, In the Elementary English specialty there was a 33% accumulated graduation rate in six years or less. On the other hand, in

the Pre-School level there was a 17% accumulated graduation rate in six years or less and finally between these five specialties there was a 22% graduation rate in six years or less.

The 2012 cohort of EPP graduates reflected an accumulated graduation rate between 0% to 40%. The K-3 Elementary Level had a 40% accumulated graduation rate in six years or less. In the Elementary English specialty, there was a 17% accumulated graduation rate in six years or less. On the other hand, in the Pre-School level there was a 14% accumulated graduation rate in six years or less and finally between these five specialties there was a 15% accumulated graduation rate in six years or less.

The 2011 cohort of EPP graduates reflected an accumulated graduation rate between 0% of accumulated graduation rates in six years or less in 8 specialties (128,136, 144, 145, 176, 206, 236 and 282).

The 2010 cohort of EPP graduates reflected an accumulated graduation rate between 0% to 25%. The K-3 Elementary Level had a 25% accumulated graduation rate in six years or less. There was also 0% of accumulated graduation rate in seven (7) specialties (136, 174, 176, 178, 206, 207 and 237).

The 2009 cohort of EPP graduates reflected an accumulated graduation rate between 0% to 20%. The special education Level had a 20% accumulated graduation rate in six years or less. There was also 0% of accumulated graduation rate in nine (9) specialties (147, 174, 175, 176,178, 206, 236, 237 and 237).

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

The 2018-2019 Institutional report for the EPP includes that only 6 Test takers. The Total Aggregate Pass Level Rate for the EPP is 100 % compared to 92% Pass level Rate Statewide. The EPP is comparing the Total Aggregate Pass Rates from 2015-16 was 50%. EPP used these results to plan remedial continuous strategies to increase these scores such as: Registering in the PRTA review as mandatory in order to approve the PCMAS Test Taking. The results from the 2018-2019 are as follows:

The EPP Aggregate Assessment Pass level rate results for the Year 2018-2019 is that in the PCMAS General Area the institution Pass Rate is 100% (6 test takers) compared to 94% Statewide pass rate. Also, the PCMAS General (Elementary and Secondary) aggregate institutional pass rate is 100% (6 test takers) compared to 94% statewide Aggregate Pass Rate. Finally, the specialization institutional aggregate Pass rate is 100% compared to 92% Statewide aggregate Pass Rate.

We can conclude that the remedial steps the EPP is using is showing an increase in the PCMAS Aggregate Pass Level Scores.

List of Program Completers

Table 14: Institutional-Level Pass-Rate Data Report on Teacher Certification Test List of Program Completers, Academic Year: 2018-2019

Institution: Fajardo Campus Teacher Education Program

Name	Social Security	*Level	PCMAS General PR10	PCMAS General		Test Results Specialization				
				Elementary PR21	Secondary PR25	Spanish PR30	English PR40	Math PR50	Social Studies PR60	Science PR70
1. ARROYO RODRIGUEZ TAMARA	598501561	E								
2. CASTRO PEREZ VALERIE	596444768	E	111 ¤	111 ¤			91 ¤			
3. COTTO PEREZ ROCHELLIE	598506928	E	96 ¤	96 ¤						
4. DIAZ CLASS STEPHANIE L.	596467494	E	119 ¤	119 ¤			109 ¤			
5. GONZALEZ CABAN NAHIR	597509317	E	92 ¤	92 ¤			85 ¤			
6. PARIS RODRIGUEZ ANNELYS	596523241	E								
7. QUIÑONES DIAZ ADELIS	581333224	E								
8. RAMOS BENABE JANETTE	583792856	E								
9. RODRIGUEZ FONTANEZ GRISEL	597506844	E	101 ¤	101 ¤						
10. ROSARIO RIVERA AIXA	598095449	E	122 ¤	122 ¤						

◊ - Score between 2007 and 2015   ¤ - Score Starting 2016   ** - The written component was not completed.

Minimum Passing Score 2007-2015
PR10 - Minimum Passing Score: 92
PR21 - Minimum Passing Score: 89
PR25 - Minimum Passing Score: 87
PR30 - Minimum Passing Score: 93
PR40 - Minimum Passing Score: 98
PR50 - Minimum Passing Score: 88
PR60 - Minimum Passing Score: 96
PR70 - Minimum Passing Score: 94

* Level: Area of specialization
    E = Elementary, S = Secondary

Minimum Passing Score Starting 2016
PR10 - Minimum Passing Score: 89
PR21 - Minimum Passing Score: 89
PR25 - Minimum Passing Score: 89
PR30 - Minimum Passing Score: 85
PR40 - Minimum Passing Score: 80
PR50 - Minimum Passing Score: 80
PR60 - Minimum Passing Score: 85
PR70 - Minimum Passing Score: 80

Single Assessment Pass-Rate

Table 15: Single-Assessment Level Pass-Rate Data* Regular Teacher Preparation Program

Institution: Universidad Interamericana de PR, Recinto de Fajardo
Academic Year: 2018-2019, Testing Period: 7/18-6/19, Number of Program Completers: 10

Type of Assessment	Assessment Code Number	No. of Students Taking Assessment	No. of Students Passing Assessment	Institution Pass Rate	Statewide Pass Rate	**Test Takers Rate
PCMAS General	PR10	6	6	6/6= 100%	94%	60%
PCMAS General Elementary	PR21	6	6	6/6= 100%	93%	60%
PCMAS General Secondary	PR25				98%	
Specialization: Spanish	PR30				89%	
Specialization: English	PR40	3	3	3/3= 100%	95%	30%
Specialization: Math	PR50				86%	
Specialization: Social Studies	PR60				87%	
Specialization: Science	PR70				85%	

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

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

The new 2016 Teacher Certification Test (PCMAS; PR10, PR21 and PR25) was completely restructured in 2016. It integrates Knowledge and Professional Competencies (PR10, PR21 and PR25) in a single total scaled score (40 to 160) that is identified as "PCMAS General" in this report. The open-ended items in the Pedagogical Situation section of the General Test are used to differentiate secondary from elementary level teaching candidates- **PRI - GNRL - PCMS - GEN - 001 - 000**

Aggregate Assessment Pass-Rate

Table 16: Aggregate-Assessment Level Pass-Rate Data* Regular Teacher Preparation Program

Institution: Inter American University of PR, Fajardo Campus, Academic Year: 2018-2019, Testing Period: 7/18-6/19
Number of Program Completers: 10

Type of Assessment	Assessment Code Number	No. of Students Taking Assessment	No. of Students Passing Assessment	Institution Pass Rate	Statewide Pass Rate
PCMAS General	PR10	6	6	6/6= 100%	94%
PCMAS General (Elementary/Secondary)	PR21, PR25	6	6	6/6= 100%	94%
Specialization	PR30, PR40, PR50, PR60, PR70	3	3 (Test Takers)	3/3= 100%	92%
Summary Pass-Rate**		**6**	**6**	**6/6= 100%**	**592/642= 92%**

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

** Summary Pass Rate: The proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas.

The 2018-2019 Institutional report for the EPP includes that only 6 Test takers. The Total Aggregate Pass Level Rate for the EPP is 100% compared to 92% Pass level Rate Statewide. The EPP is comparing the Total Aggregate Pass Rates from 2015-16 was 50%. EPP used these results to plan remedial continuous strategies to increase these scores such as: Registering in the PRTA review as mandatory in order to approve the PCMAS Test Taking. The results from the 2018-2019 are as follows:

The EPP Aggregate Assessment Pass level rate results for the Year 2018-2019 is that in the PCMAS General Area the institution Pass Rate is 100% (6 test takers) compared to 94% Statewide pass rate. Also, the PCMAS General (Elementary and Secondary) aggregate institutional pass rate is 100% (6 test takers) compared to 94% statewide Aggregate Pass Rate. Finally, the specialization institutional aggregate Pass rate is 100% compared to 92% Statewide aggregate Pass Rate.

We can conclude that the remedial steps the EPP is using is showing an increase in the PCMAS Aggregate Pass Level Scores.

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

        The TEP. also obtained information from the Regional DEPR Office located in Humacao, Puerto Rico. The following table 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, 2020, 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.

        Data from DEPR 2016-17 to 2019, tells us that out of six (6) graduates, all 3 (50%) have kept the same position as teachers and none have been moved into principal position. See tables below:

Table 17: Employability data for Advance Educational Leadership Program Years 2016 to 2019 from the DEPR Humacao Regional Office

INTER AMERICAN UNIVERSITY OF PUERTO RICO
FAJARDO BRANCH
EDUCATION AND SOCIAL SCIENCES DEPARTMENT
GRADUATE PROGRAM

ACADEMIC YEAR 2018-2019

FAJARDO

NAME	ID	Master of Arts Program in Education	GRADUATION DATE	WORKING		EDUCATION DEPARTMENT LICENCE		School and position (Teacher, Principal or another type of position)
				YES	*NO*	*YES*	*NO*	
Morales Colón, María L.	581332242	Educational Management and Leadership	June 2019		*x*		*x*	Isidro Sánchez School Luquillo, PR Spanish Teacher (Transitional position)

Note: After verifying if they are in the Puerto Rico Education System, (DEPR) please affix the Region seal.

Thank you.

INTER AMERICAN UNIVERSITY OF PUERTO RICO
FAJARDO BRANCH
EDUCATION AND SOCIAL SCIENCES DEPARTMENT
GRADUATE PROGRAM

ACADEMIC YEAR 2017-2018

FAJARDO

NAME	ID	Master of Arts Program in Education	GRADUATION DATE	WORKING		EDUCATION DEPARTMENT LICENCE		School and position (Teacher, Principal or another type of position)
				YES	*NO*	*YESI*	*NO*	
Arce Laboy, Mónica A.	581973495	Educational Management and Leadership	June 2018		x		x	
La Fuente Amaro. Angel O.	599186101	Educational Management and Leadership	June 2018	x		x		Iginio Figueroa Villegas School Maunabo, PR K-3 Teacher

Note: After verifying if they are in the Puerto Rico Education System (DEPR), please affix the Region seal.

Thank you.

INTER AMERICAN UNIVERSITY OF PUERTO RICO
FAJARDO BRANCH
EDUCATION AND SOCIAL SCIENCES DEPARTMENT
GRADUATE PROGRAM

ACADEMIC YEAR 2016-2017

FAJARDO

NAME	ID	Master of Arts Program in Education	GRADUATION DATE	WORKING		EDUCATION DEPARTMENT LICENCE		School and position (Teacher, Principal or another type of position)
				YES	*NO*	*YES*	*NO*	
De la Maza Morel, Gustavo A.	596547299	Educational Management and Leadership	June 2017		x		x	
Ramos Salabarría, Milagros	582455333	Educational Management and Leadership	June 2017	x			x	
Roque Solis, Janice M.	597269796	Educational Management and Leadership	June 2017	x			x	Antonio Valero de Bernabé School Fajardo, PR Secondary Level Teacher

Note: After verifying if they are in the Puerto Rico Education System (DEPR), please affix the Region seal.

Thank you.

Data for 2018-19 EPP Undergraduates Completers

The DEPR certified that for the 2018-19 UG Completers are not employed. The DEPR signed this certification in Feb. 2020. Evidence of this certification is as follows:

Table 18: Data for 2018-19 EPP Undergraduates Completers

INTER AMERICAN UNIVERSITY OF PUERTO RICO
GRADUATED STUDENT REPORT

ACADEMIC YEAR 2018-2019

FAJARDO

NOMBRE	SEGURO SOCIAL	BA	LUGAR DE TRABAJO
1. ARROYO RODRIGUEZ. TAMARA	598-50-1561	PRE-ESCOLAR	No trabajan para el Departamento de Educación
2. CASTRO PEREZ. VALERIE	596-44-4768	INGLÉS ELEMENTAL	No trabajan para el Departamento de Educación
3. COTTO PEREZ. ROCHELLIE	598-50-6928	4TO-6TO	No trabajan para el Departamento de Educación
4. DÍAZ CLASS. STEPHANIE	596-46-7494	INGLÉS ELEMENTAL	No trabajan para el Departamento de Educación
5. GONZALEZ CABAN. NAHIR	597-50-9317	INGLÉS ELEMENTAL	No trabajan para el Departamento de Educación
6. PARIS RODRIGUEZ. ANNELYS	596-52-3241	PRE-ESCOLAR	No trabajan para el Departamento de Educación
7. QUIÑONES DIAZ. ADELIS	581-33-3224	K-3	No trabajan para el Departamento de Educación
8. RAMOS BENABE. JANET	583-79-2856	K-3	No trabajan para el Departamento de Educación
9. RODRIGUEZ FONTANEZ. GRISEL	597-50-6844	4TO-6TO	No trabajan para el Departamento de Educación
10. ROSARIO RIVERA. AIXA	598-09-5449	4TO-6TO	No trabajan para el Departamento de Educación

Prof. *César Meléndez*

Nota: Luego de verificar si estan en el Sistema de Educación de PR. Favor de colocarle el sello de la Región. GRACIAS

Other evidence the EPP is using is utilizing the EPP Faculty to visit Private schools to verify also employment milestones in the private sectors /schools. The results are presented as a summary, but evidence of the certification of the visits will be uploaded at AIMS.

Summary of the Employment MILESTONES from UG EPP year 2018-19 completers made to Private Schools from EPP Faculty- January-February 2020

(Please refer to the evidence uploaded at AIMS related to the EPP employment milestones UG 2018-19 Private schools visit) 15. Employment milestones evidence from Prof. Lorell I. Rivera Quiñones 4 private schools Centers and phone calls- 2018-91 completers, 16. Employment milestones evidence and 17. Employment UG milestones from 2018-19 completers from Prof. César Meléndez Rosado, Private schools from Dr. Francisco J. Maldonado to 4 private Schools- 2018-19 UG completers.

Table 19: Summary of the Employment MILESTONES from UG EPP year 2018-19 completers made to Private Schools from EPP Faculty- January-February 2020

Professor in charge of the visit	Results/private schools visited to verify 2018-19 Completers	Observations /Results of the milestones from 2018-18 EPP completers
1. Prof. Cesar Meléndez	1. Pasitos del Saber Private school- Fajardo	1. None employed
	2. Light House Private School- Ceiba	2. None Employed
	3. Pre-School Private School Center- Daguao, Ceiba	3. None employed
	4. Vila Flores Private School- Ceiba	
	5. El Castillo Pre-School Center- Fajardo	4. None employed
	Out of 10 completers, only 1 was employed from 5 private schools centers visited	5. Tamara Ramos- employed August 2019
2. Prof. Lorell I. Rivera	1. Lorell visited 4 private school Centers and 1 EPP completer was found employed as a teacher AID in Fito Ramos Pre-School Center- Fajardo. 2. Four (4) Completers were not found- changed phone/e-mail address also.	1. Fito Ramos Private School- Pre-School Level- Fajardo. EPP decided not to administer the IP-12R and ISP-16 since the completers is not working as a Teacher

Professor in charge of the visit	Results/private schools visited to verify 2018-19 Completers	Observations /Results of the milestones from 2018-18 EPP completers
	3. Three EPP completers (3) are not working	
3. Dr. Francisco J. Maldonado	1. Kelly Private School- Luquillo	1. None employed
	2. Vanguard Academy- Juan Martin, Luquillo	2. None employed
	3. CEDEPRECO I, II and III- Fajardo	3. None employed
	4. Grace Academy- Brisas del Mar, Luquillo	4. None employed

Conclusions from the Private school's employment milestones for 2018-19 EPP UG completers:

FC EPP visited 13 private schools from Fajardo, Luquillo, Rio Grande and Ceiba and found only 2 (20%) completers employed out of 10 2018-19 graduates. EPP will use this administration as a pilot administration of the IP-12R and ISP-16.

The EPP is trying to analyze the results, but due to DEPR, Private Schools and IAUPR Lockdown from March 14 to March 30th, 2020 due to Corona Virus situation will be impossible to report. The IAUPR President closed the Campuses until March 30th an after April 1, 2020 classes will be imparted online. No other information the EPP has in relation to administrative services related to data.

ET-14- Phone Interviews related to employment milestones EPP Undergraduate and Graduate Programs

This section presents the results of the phone interview to 2018-2019 completers. The sample is composed of two completers that specialize special education (1) and leadership and management (1). The results of the interview revealed that all completers are currently employed as teachers in the public system. One of the completers works in an area related to his specialty and the other in an unrelated area. One of the completers reported finding work within 6 months of graduating.

Table 20: Employment Situation of 2018-2019 completers

Working Status	Frequency	Percent
No	0	0
Yes	2	100.0
Total	**11**	**100.0**

Table 21: Type of school that completers are employed in

	Frequency	Percent
Total Teachers	2	100
Public School	2	100
Private School	0	0
Non-teachers	0	0
Total Interviewed	**2**	**100**

Table 22: Time taken to find employment

Time to employment	Frequency	Percent	Valid Percent
0-6 months	1	50	100
9-12 months	0	0	0
More than 12	0	0	0
Total	1	0	0
Missing	1	50	0
Total Interviewed	**2**	**100.0**	**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. The details of the extracurricular activity completed by graduates can be observed in. Table ____

Table 23: Activities that completers involve themselves

	YES	No
Activities with peers		
Mentoring	0	2 (100%)
Clubs	0	2 (100%)
Association	0	2 (100%)
Work Committees	2 (100%)	0
Community Organizations and Community		
Civic Committees	0	2 (100%)
Fairs	1 (50%)	1 (50%)
Conferences	0	2 (100%)
Orientations/Workshops	0	2 (100%)
Organizations	0	2 (100%)
Voluntary or Religious Organizations	1 (50%)	1 (50%)
Colleagues		
Mentoring	0	2 (100%)

	YES	No
Workshops	1 (50%)	1 (50%)
Curriculum Revision Committee	1 (50%)	1 (50%)
Administrators		
Work Committees	0	2 (100%)
Accreditation Committees	0	2 (100%)
Emblematic Committee	0	2 (100%)
Parents		
Orientations	0	2 (100%)
Workshops	1 (50%)	1 (50%)
Parents committees	1 (50%)	1 (50%)
COMPU	0	2 (100%)

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 24: 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 herby 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.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement

Area for Improvement Rationale

The EPP fails to document a cohort average that meets or exceeds CAEP criteria and/or state alternative and EPP has superficial information but no "reliable, valid model" that uses different criteria from those stated in CAEP minima (Component 3.2).

Justification

Insufficient evidence was submitted regarding the EPP's admission requirements pertaining to candidate selectivity concerning average grade point average of its accepted cohort as well as group average performance on nationally normed ability/achievement assessments. Evidence was provided related to cohort grade point average, however, did not meet the CAEP minima criteria. Similarly, the Fajardo campus incorporates a general assessment of all their students (EPP programs and non-EPP programs), but was not a nationally normed assessment and/or results were compared to a nationally normed assessment.

The TEP is presenting the present status of the progress towards the AFI in 3.2

Fall Admitted and registered in the EPP by Specialty, High School Average and Gender years 2014-15 to 2018-19 for CAEP 3.2

The Fajardo EPP has evaluated as of 2014-2015 to 2018 to 2019, the Admission Cohorts Index for these years in relation to CAEP minimum criteria of 3.0 for academic achievement at admissions and only in year 2015-2016, the admission EPP cohort was 2.93, the years 2018-19, 2017-18, 2016-2017 and 2014-2015 complied with CAEP minimum cohort criteria of 3.0 or above at admissions. (See tables 24 to 27). The following tables present the EPP admission data segregated by specialty and year.

The 2019 graduates had three types of admission in the FC EPP. Three (3%) were transfer students, one (1) was Advance Student (1%) and Six (6) were admitted with an average between 2.90 to 3.35 from high school. Only one (1) candidate was admitted with an average less than 3.0. The admission Norm Cohort for the year 2018-19 was 3.50. For CAEP minimum criteria- 3.0 minimum. Therefore, FC EPP complies for the 2018-2019- Fall admitted candidates in relation to the CAEP minimum criteria for academic achievement.

Table 24: Fall Admitted and registered EPP candidates Year 2018-19

NOMBRE	Admission Index	Specialty
Undergraduate		
ARROYO RODRIGUEZ, TAMARA	3.73	243
CASTRO PEREZ VALERI	3.63	206
COTTO PEREZ, ROCHELLIE	3.67	237
DIAZ CLASS, STEPHANY	TRANSFER	206
GONZALEZ PAGAN, NAHIR	3.73	206
PARIS RODRIGUEZ, ANNELYS	2.90	243
QUIÑONES DIAZ, ADELIS	TRANSFER	236
RAMOS BENABE, JANETTE	AVANCE	236
RODRIGUEZ FONTANEZ, GRISEL M	3.35	237
ROSARIO RIVERA AIXA	TRANSFER	237
TOTAL Average Cohort	3.50	

Table 25: First Semester Fall Admitted and registered EPP candidates Year 2017-2018 EPP Fajardo Campus

MEAN High School		Enrolled					
		Female (F)		Male (M)			
		Count	Mean	Count	Mean		
	BA in Special Education (136)	3	2.90			4	2.93
	BA in Sec. Educ: Teaching of Biology (174)	2	3.48	1	3.49	3	3.48
	BA in Elementary Educ: Teach English as Second Language (206)	6	3.39	1	2.68	8	3.30
	BA in Teach Elementary Primary Level K-3 (236)	5	3.31	1	2.50	7	3.21
	BA in Teach Elementary Level 4-6 (237)	1	4.00			1	4.00
	BA in Early Childhood: Pre-School Level (243)	2	3.34	1	2.85	4	3.16
	Total	19	3.33	4	2.88	27	3.25
Fuente: Extracto 'soli1810T del 12 11 17 Rev. 5 09 18.sav; 10/24/2018'.							

For CAEP minimum criteria- 3.0 minimum. Therefore, FC EPP complies for the 2017-2018- Fall admitted candidates in relation to the CAEP minimum criteria for academic achievement.

Table 26: First Semester Fall Admitted and registered EPP candidates Year 2016-2017

MEAN High school				Enrolled					
				Female (F)		Male (M)			
				Count	Mean	Count	Mean		
	BA in Special Education (136)			2	3.53	1	2.61	6	3.38
	BA in Sec. Educ: Teaching of Biology (174)							1	3.35
	BA in Elementary Educ: Teach English as Second Language (206)			5	2.86	3	2.94	9	2.94
	BA in Teach Elementary Primary Level K-3 (236)			2	3.55			13	2.82
	BA in Teach Elementary Level 4-6 (237)			1	4.00	1	3.80	3	3.39
	BA in Early Childhood: Pre-School Level (243)			5	3.30	1	2.91	8	3.13
	Total			15	3.26	6	3.02	40	3.05
Fuente: Extracto 'soli1710T del 11 17 16 sin verano.sav; 10/24/2018'.									

For CAEP minimum criteria- 3.0 minimum. Therefore, FC EPP complies for the 2016-2017- Fall admitted candidates in relation to the CAEP minimum criteria for academic achievement.

Table 27: First Semester Fall Admitted and registered EPP candidates Year 2015-2016

MEAN High School		Total					
		Actually Enrolled					
		Female (F)		Male (M)			
		Count	Mean	Count	Mean		
	BA in Special Education (136)	1	3.56			7	2.70
	BA in Sec. Educ: Teaching of Biology (174)	1	3.10			1	3.10
	BA in Elementary Educ: Teach English as Second Language (206)	4	3.38			5	3.32
	BA in Teach Elementary Primary Level K-3 (236)	3	2.82			11	2.70

MEAN High School		Total					
		Actually Enrolled					
		Female (F)		Male (M)			
		Count	Mean	Count	Mean		
	BA in Teach Elementary Level 4-6 (237)					2	3.68
	BA in Early Childhood: Pre-School Level (243)	6	3.00			6	3.00
	Total	15	3.11	0	3.11	32	2.93
Fuente: Extracto 'soli1610T del 11 16 15.sav; 10/24/2018'.							

For CAEP minimum criteria- 3.0 minimum. Therefore, FC EPP fell under 3.0 for the 2015-2016- Fall admitted candidates in relation to the CAEP minimum criteria for academic achievement.

Table 28: First Semester Fall Admitted and registered EPP candidates Year 2014-2015

MEAN High School		Actually Enrolled					
		Female (F)		Male (M)			
		Count	Mean	Count	Mean		
	BA in Special Education (136)	2	3.66	1	3.48	4	3.60
	BA in Sec. Educ: Teaching of Biology (174)	2	3.33	2	3.16	5	3.24
	BA in Sec. Educ: Teach of Social Studies (177)			1	2.50	1	2.50
	BA in Elementary Educ: Teach English as Second Language (206)	2	3.69	1	3.00	4	3.46
	BA in Teach Elementary Primary Level K-3 (236)	4	3.13		.	6	3.13
	BA in Teach Elementary Level 4-6 (237)	3	3.26		.	3	3.26
	BA in Early Childhood: Pre-School Level (243)	4	3.07		.	5	3.07
	Total	17	3.29	5	3.06	28	3.24
Fuente: Extracto 'soli1510T del 1 09 15 Rev 5 01 15.sav; 10/24/2018'.							

For CAEP minimum criteria- 3.0 minimum. Therefore, FC EPP complies for the 2016-2017- Fall admitted candidates in relation to the CAEP minimum criteria for academic achievement.

Additional Data for A-3.2

The EPP is also reporting the Data for the Admission Index for the Advance Educational Leadership Program, even when the audit visit did not include the advance Program for 2017-18 to 2019-20 admitted candidates for the advance educational leadership Program.

A.3.2 Candidates demonstrate academic Achievement and Ability to complete Preparation successfully

The average mean for the 2017-18 cohort complies with the admission requirements for the advance EPP and complies with CAEP minimum criteria of 3.0 (3.54) of college graduate grade point average performance per cohort. The average mean for the 2018-19 cohort complies with the Advance admission requirements for the EPP and complies with CAEP minimum criteria of 3.0 (3.61) of college graduate grade point average performance per cohort. The average mean for the 2019-20 cohort complies with the Advance admission requirements for the EPP and complies with CAEP minimum criteria of 3.0 (3.67) of college graduate grade point average performance per cohort. The following tables present the data per cohort year.

Table 29: Fall admitted advance candidates to the Educational Leadership Program August-October 2017-2018

Name	Adm. Index	Specialty	3 credits Methodology	3 credits Foundations	3 credits Stats
Maldonado Hayes, Wanda F00545984	3.55	English Educ	X	X	X
Morales Carrión, María F00551227	3.53	Spanish Educ	X	X	X
Tiburcio Cruz, Mark F00368771	356	Educ K-3	X	X	X
Average mean Cohort	3.54				
Analysis: The average mean for the 2017-18 cohort complies with the admission requirements for the EPP and complies with CAEP minimum criteria of 3.0 (3.54) of college graduate grade point average performance per cohort.					

Table 30: Fall admitted advance candidates to the Educational Leadership Program August-October 2018-2019

Name	Adm. Index	Specialty	3 edits Methodology	3 credits Foundations	3 credits Stats
Maldonado Robles, Christian F00157841	3.90	Comp. Science	X	X	X
Medina Escobar, Janairys F00482555	3.47	Second Biology	X	X	X
Martínez Román, Dailys G00462611	3.18	Educ K-3	X	X	X
Rivas Díaz, Jazmin F00571416	3.92	Human Resources	X	X	X
Velazquez Flecha, Edmarie F00416432	3.60	Educ K-3	X	X	X
Average mean Cohort	3.614				
Analysis: The average mean for the 2018-19 cohort complies with the admission requirements for the EPP and complies with CAEP minimum criteria of 3.0 (3.61) of college graduate grade point average performance per cohort.					

Table 31: Fall admitted advance candidates to the Educational Leadership Program August-October 2019-2020

Name	Adm. Index	Specialty	3 credits Methodology	3 credits Foundations	3 credits stats
Luna Osorio, Rosalyn F00584628	3.68	Educ K-3	X	X	x
Ramos Benabe, Janette F00199211	3.28	Educ K-3	X	X	x
Arbelo Pagán, Yaritza M00082287	3.93	Second. Math	X	X	X
Arroyo Acosta, Somaira F00587440	3.80	Spec. Educ.	X	X	X
Average mean Cohort	3.67				
Analysis: The average mean for the 2019-20 cohort complies with the admission requirements for the EPP and complies with CAEP minimum criteria of 3.0 (3.67) of college graduate grade point average performance per cohort.					

2.

CAEP Site Visit Report: Standard 5
3. Recommendations for new areas for improvement
Area for Improvement **Area for Improvement Rationale** There is limited evidence to suggest the EPPs quality assurance system support data driven change related to component 5.1 based on EPP created assessments within a system that derives changes across multiple preparation providers. **Justification:** The EPP has invested time and effort into the EPP created assessment used at their campus of the Inter American University of Puerto Rico. A single assessment is used across all campuses (i.e., PCMAS). The EPP has provided little evidence related to its assessments lead or contribute to the data informed decision making and program modifications. The EPP is limited or restricted to changes due to the cross-cutting programs that are required by all IAUPR campuses. Thus, program changes are the result of representatives from all IAUPR campuses recommendations regarding data collected at their EPP. Changes may be the result of various campuses contributions and data collection that are not linked to the EPP under review.

EPP Clarification

        EPP is using the results of the PCMAS Test as an external measure of content knowledge since the DEPR uses the PCMAS passing results also as a measure of content knowledge for any EPP completer who applies for Professional Licenses. Any EPP candidate/completer who applies for the PCMAS Battery Test and does not pass this measure, the DEPR does not gives the Professional License, even if the completers have an average graduation of 3.0 or above. The EPP is using the data from the PCMA'S scores at present to demonstrate that the continuous improvement steps taken in the program such as: Taking the PRTA (Puerto Rico Teachers Association) review as mandatory for the Test taking permit and the passing of the EDU 4551 and 4552 courses mandatory for all specialties as a measure to increase our candidates/completers scores in the PCMAS Battery Test and demonstration for the EPP of mastery of the content of the review tests in both courses.

        Also, the College Board of Puerto Rico does not offer enough information regarding the content of this battery test and only offers the topics included in the battery test. The TEP is using this external measure administered by the College Board of Puerto Rico and América Latina (CBPRLA acronym) to completers or candidates interested in applying for the PCMAS Test. The College Board sent each institution that has a TEP, an Institutional Report of the performance of the TEP campus candidates or graduates who took the test and compares TEP candidates/completers passing scores performance (institution) with the Statewide passing scores. The DEPR uses the 2014 Classification of EPPs as the measure of quality for TEP in Puerto Rico. At present, the program is waiting for the single and aggregate assessment score that the College Board assigns to the program in terms of quality indicator compared to the

national score. The EPP is waiting for the 2018 classification to verify increase of this classification score. (Evidence 3.6.11 EPP Classification and Percentile of Fajardo TEP's Candidates at Completion who took and approved PCMAS (CAEP 3.2 and 3.6, 5.1).

For quality improvement measure, the IAUPR, has included two courses (EDUC 4551 and EDU 4552) as part of the IAUPR TEP specialties curriculum of any specialty demonstrated the administration date of these courses online since year 2013-14. (Evidence of Dates of offering EDUC 4551 and EDUC 4552 in the FC). The content of these courses was aligned to the topics evaluated in the PCMAS Battery test by faculty from different Campuses from the IAUPR. Therefore, the IAUPR Systems has used these courses as part of evidence for our candidates/completes increase the PCMA'S Scores. The two courses were developed by joint faculty from other campuses, once these courses were developed, they were sent to the EPP'S to evaluate the content aligned to the PCMAS Battery Test. As a result, the IAUPR EPP'S approved the courses to be added in the TEP IAUPR curriculum of all specialization using the curricular modifications norm procedures and finally is sent to the systemic senate to be approved (See English Translation IAUPR Guidelines for curriculum development at the Inter American University of Puerto Rico). Also, the passing score of these courses tells the EPP that the candidate masters the PCMAS content as a continuous improvement measure. FC has evidence that evaluating the percentage of candidates who had pass both curses vs the percentage of candidates who have not pass the courses.

EDUC 4551– Int. of Fund. Knowledge & Comm. Skills					
Semester and section	*Total, students registered (estudiantes matriculados) N*	*Students that Passed the course (Estudiantes aprobados)*	*Percent*	*Students that did not pass the course (Estudiantes no aprobados)*	*Percent*
201410.55709	9	7	78	2	22
2014-30.53966	12	10	83	2	17
2015-10.55709	5	5	100	0	0
2015-30.53966	12	9	75	3	25
2016-10.55709	11	11	100	0	0
2016-30.53966	9	8	89	1	11
2017-10.55709	10	8	80	2	20
2017-30.53966	16	15	94	1	6
2018-10.55709	15	12	80	3	20
2018-30.53966	13	11	85	2	15
2019-30.53966	11	10	91	1	9

EDUC 4552 – Int. of Professional Skills					
Semester and section	*Total, students registered (estudiantes matriculados)*	*Students that Passed the course (Estudiantes aprobados)*	*Percent*	*Students that did not pass the course (Estudiantes no aprobados)*	*Percent*
2014-10.56826	10	9	90	1	10
2014-30.46838	12	12	100	0	0
2015-10.56826	6	5	83	1	17
2015-30.58552	4	4	100	0	0
2016-10.56826	11	9	82	2	18
2016-30.60771	14	12	86	2	14
2017-10.56826	5	5	100	0	0
2017-30.60771	7	6	86	1	14
2018-10.56826	18	14	78	4	22
2018-30.60771	12	11	92	1	8
2019-10.56826	18	13	72	5	28
2019-30.68587	4	4	100	0	0
2020-10.56826	19	16	84	3	16

As a summary, for 11 semesters offering the course, the percentage of passing EDU 4551 was between 75% to 100. Also, the percentage for passing in Edu 4552 in 13 semesters offering the course was between 72% to 100% (EPP candidates registered in EDUC 4551 y EDUC 4552 from 2014 to 2019). This evidence tells the TEP through the passing of the courses that the candidates that passed both seminars and also that they master the content they teach and that these two courses are part of the continuous improvement evidence from the EPPS of remedial steps done by the IAUPR system to increase PCMAS scores for each EPP.

Another   indicator of improvement the FC EPP took into consideration was the mandatory review from the PRTA (Puerto Rico Teachers Association) that the EPP candidate needs to demonstrate they pass for the EPP to approve the PCMAS test taking to the candidate. The results as of 2019 has been positive since the EPP have evaluated the PCMAS passing score to increase. EPP has explained that the other indicator for program improvement was the alignment of the Professional and Specialization courses to CAEP Standards. These alignments were in the course syllabus sent to CAEP and presented in the evidence room.

The EPP needs to clarify that any curricular change or addition of new courses needs to be systemic participation of all EPPs and that is the only limited disadvantage in terms of curricular changes. However, the FC EPP can add any content and references related to the PCMAS Battery Test to existing courses without systemic participation of the EPP's except changes in the description of the course and course objectives and the FC have done that as a

measure of continuous improvement. (Evidence of alignment of the syllabus have been sent and seen in the evidence room). The EPP is sending evidence of the of the IAUPR norm in terms of systemic curricular changes. (Evidence See English Translation IAUPR Guidelines for curriculum development at the Inter American University of Puerto Rico). Again, this norm does not limit our program to incorporate any continuous improvement measure such as: alignment of the EPP courses to PCMAS content, addition of PCMAS content to any EPP course, EPP meetings with the faculty that teaches the courses related to the PCMAS Battery test content. In these meetings the EPP discusses the areas of strength and limitations encountered in the scores per year in order to offer more emphasis from the faculty that teaches these courses to increase PCMAS scores. The TEP maintains a functional process to protect and update curricular integrity. It is implemented through Departmental Committees and at institutional level through Institutional Committees under the Vice Presidency of Academic Affairs, Students and Systemic Planning, Office of Curriculum Affairs whenever the EPP as a system needs to modify/cancel or add any course in the existing curriculum.

Through the Standards measurements, data results, discussions and conclusions in the SSR, TEP evidences the accomplishment of CAEP 5.3. In Standard 5, TEP presented evidence 5.1.1 Quality Assurance Cycle for Fajardo TEP, 5.1.2. Specific Quality Assurance Table and 5.1.3 Internal Audit Quality Assurance Table. The program uses the quality Assurance Cycle as an indicator of the procedures/measures done to obtain data for continuous improvement. In evidence table 5.1.3 TEP presented evidence of accomplishment of Standards 1,2, 3 and 4. It also reveals some areas that need to present further evidence in evidence 5.3.1 which presents uses of the Self-Study results for program enhancement.

For continuous improvement: the EPP has been working as of Feb 2020, to modify the PDR1 to PDR 6, increasing the calibration scale from three to four scales, and also the Faculty decided to use only 2 instruments instead of 6. The premises are aligned to CAEP 1.1 Standards InTasc and CCR Standards. The pilot administration will be in March to May 2020. Also, the EPP reported a pilot administration of the IP-12 R and ISP 16 in this annual report 2020 for CAEP 4.2 and 4.3. The data from the graduate's instruments are discussed in the EPP faculty meetings to discuss results and incorporate suggestions in the EPP specialization courses or clinical practice course.

Academic Progress tracking from EPP bachelor Program of EPP graduates 2018-2019- STD 3.2
Undergraduate Program

Name Undergraduate	Admission Index	Specialty	Average 36-60 Credits	Average 60-90 Credits	Average 90-120 Credits	Average 120-130 Credits	Average Concentration	GPA General at graduation/ completition
ARROYO RODRIGUEZ, TAMARA	3.73	243	3.38	3.54	3.60	3.68	3.73	3.68
CASTRO PEREZ VALERI	3.63	206	3.80	3.80	3.84	3.81	3.80	3.79
COTTO PEREZ, ROCHELLIE	3.67	237	3.08	3.17	3.47	3.48	3.78	3.48
DIAZ CLASS, STEPHANY	TRANSFER	206	3.65	3.57	3.69	3.72	3.79	3.72
GONZALEZ PAGAN, NAHIR	3.73	206	3.50	3.41	3.81	3.48	3.50	3.48
PARIS RODRIGUEZ, ANNELYS	2.90	243	3.07	3.24	3.40	3.45	3.47	3.45
QUIÑONES DIAZ, ADELIS	TRANSFER	236	3.71	3.85	3.83	3.85	3.82	3.85
RAMOS BENABE, JANETTE	AVANCE	236	2.63	2.75	2.91	2.98	3.29	3.05
RODRIGUEZ FONTANEZ, GRISEL M	3.35	237	3.31	3.45	3.56	3.52	3.59	3.52
ROSARIO RIVERA AIXA	TRANSFER	237	3.00	3.00	3.10	3.36	3.46	3.36

The 2019 graduates had three types of admission in the FC EPP. Three (30%) were transfer students, one was Advance Student (10%) and six (60%) were admitted with an average between 2.90 to 3.35 from high school. Only one candidate was admitted with an average less than 3.0. According to the admission Norm, the candidates has:

Any student admitted to the University who wishes admission to the Teacher Education Program (PEM) will receive a Provisional Admission to the concentration of interest until he/she meets the admission requirements for the Program. To be admitted or readmitted to the Teacher Education Program (PEM), the student must meet the following requirements:

1. Have a minimum overall average of 2.50 at the university level.
2. Have approved the following courses with a minimum grade of B.
    a. EDUC 1080 (Field Experiences I), or its equivalent.
    b. EDUC 2021 (History and Philosophy of Education) or EDUC 2022 (Education and Society) or EDUC 2031 (Development Psychology).
    c. GESP 1101 (Literature and Communication: Narrative y Paragraph) or GESP 1102 (Literature and Communication: Poetry and Theatre).
    d. One course on 1 of the following levels in the English course:
        1) Basic Level: GEEN 1101 (English as a Second Language I) or GEEN 1102 (English as a second Language II)
        2) Intermediate Level: GEEN 1201 (English through Literature I) or GEEN 1202 (English through Literature II)
        3) Advance Level: GEEN 2311 (Lecture and Writing) or GEEN 2312 (Literature y Writing).
3. Students seeking to be admitted to the English as a Second Language Teaching Program at the Elementary Level or the English as a Second

Language Teaching program at the Secondary Level must have passed the GEEN 2311 (Reading and Writing) or GEEN 2312 (Literature and Writing).

4. To file, in the corresponding academic department, the Application for Admission to the Teacher Education Program.

5. The student will have two (2) semesters or three (3) academic quarters, from Provisional Admission to the PEM, to complete the PEM admission requirements. If the admission requirements are not completed within the required time, the student must opt for another study program.

Additional Notes

1. Student that present evidence that they have worked as a teacher or teachers as under a contract for one semester or more, will be exempt from taking the courses: EDUC 1080- Field Experiences in Educational Scenario I, and EDUC 2890- Field Experiences in Educational Scenario II.

2. Students in distance- offered courses requiring school visits will complete the paperwork prior to enrolling in the course.

3. Students at distance of the PEM, candidates to take the Clinical Experiences courses in The Educational Scenario I and II, .will perform them in those schools designated by the University as Practice Centers. If no practice center is available at their place of residence, the student will take them at designated centers in Puerto Rico.

Satisfactory Academic Progress Requirements for the PEM

1. To remain in the PEM, the student must comply with the University's Satisfactory Academic Progress Standard, as follows:

Qualitative component

Academic index required in the Teacher Education Programs of 121-128 credits. (EDUC 236, 237, 243, 206 specialty)

Percent (%) approved credits	Progressive Academic Index
0-36	2.50
37-55	2.75
56-74	2.90
75-100	3.00

Academic Index Required in Teacher Education Programs of 130-137 Credits (136 specialty)

Percent (%) approved credits	Progressive Academic Index
0-34	2.50
35-52	2.75
53-69	2.90
70-100	3.00

Academic Index Required in Teacher Education Programs of 138-147 Credits   (174 specialty)

Percent (%) approved credits	Progressive Academic Index
0-32	2.50
33-48	2.75
49-64	2.90
65-100	3.00

NOTE: Once the candidate reaches these credits, they must maintain an average of 3.0 until graduation.

2. The student must comply with the institutional standard of attempted and approved credits.

Quantitative component

The student will be able to comply with the institutional standard of attempted and approved credits, if:

a. It approves at the end of each academic year, at the end of the term that culminates in June, 50%, 60% or 66.67% of the total credits attempted in the curriculum, according to the interval of the level of study indicated in the table. This will be determined by the following calculation: the total credits attempted in the curriculum divided by the maximum eligibility period of the program in credit hours.

Study level range	% of credits attempted in the curriculum	Pace of approval
1	1-25	50%
2	26-50	60%
3	51-100	66.67%

b. Complete the curriculum requirements in no more than 150% of the time (measured in credit hours).
3. A student who does not comply with the University's Satisfactory Academic Progress Standard will be subject to the provisions set forth in that standard (see the Satisfactory Academic Progress section published in the University General Catalogue).
4. The student who is discharged from the TEP must change his/her concentration, after contacting the academic counselor to select the new concentration.

EPP Graduation

Requirements

Any student candidate for graduation from one of the concentrations of the Education Program (PEM), who has been admitted or readmitted to the EPM, shall:

a. Get a minimum overall academic index of 3.00.
b. Get a minimum academic concentration index of 3.00
c. Obtain a minimum grade of B in the Clinical Experiences II (Teaching Practice) course.

EPP analyzed the academic achievement of these ten (10) 2019 graduates and concluded the following:

1. Eight (80%) candidates from four (243, 236, 237 and 206) concentrations were admitted to the EPP with an average of 3.0 or above, meeting CAEP minimum criteria for academic achievement, and also maintained an average of 3.0 or above until graduation. Therefore EPP can demonstrate that eight (80%) candidates that graduated in 2019 were admitted to the EPP met CAEP minimum criteria for academic achievement average until graduation, met the EPP academic progress norm , met the EPP graduation norm, and finally all 100% (10 graduates) completed the degree with averages between 3.05 to 3.85.

2. One (10%) candidate from K-3 advance program, entered the FC EPP with an average less than 3.0 and reached this average almost at the end of the preparation, not meeting CAEP minimum criteria for academic achievement. This is the only candidate that did not meet CAEP minimum criteria of 3.0 for academic achievement until graduation.

3. One (10%) Pre-School candidate entered the EPP as a Pre-TEP candidate (average of 2.90). However, this candidate increased the average to more than 3.0 between 30 to 60 credits meeting also CAEP Minimum criteria for achievement, also meeting EPP academic Progression until graduation. The candidate was admitted to the EPP as a PRE-TEP provisional candidate with less than 3.0 average, but increased the average between 30 to 60 credits and met CAEP minimum criteria of 3.0 or above until graduation. The average of 3.0 or above was maintained until graduation. Therefore we can conclude that even when the candidate was admitted with an average of 2.90, she increased this average

to more than 3.0 between 30 to 60 credits and maintained it until graduation , meeting CAEP minimum criteria for achievement , EPP academic progress norm and also EPP graduation norm.