

CAEP Fajardo Campus Final Narrative Annual Report year 2021

Section 1. EPP Profile [01-Section-1-Fajardo-Campus-EPP-Profile-.pdf \(inter.edu\)](#)

The Fajardo Teacher Education (FC EPP) Program is accredited by the Accreditation of Educator Preparation (CAEP),1.The Accreditation Decision was granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2026. The next site visit will take place in Fall 2025. ([Action Report \(inter.edu\)](#) 1) CAEP Accreditation Action Report EPP- Fajardo Campus May, 2020.

CAEP STANDARDS INITIAL- LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, and Selectivity Met	Not Applicable
STANDARD 4/A.4: Program Impact Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement Met	Not Applicable

The FC EPP is also accredited by the Middle States Association. (2. [CHE Middle States Commission on Higher Education \(inter.edu\)](#) 2. CHE Middle States Commission on Higher Education accreditation)

The FC Teacher Education Program offers 6 accredited programs for Initial Licensure in the following areas: [admin-ajax.php \(inter.edu\)](#). 3.-Six-6-accredited-programs-for-Initial-Licensure-offered-in-the-FC-EPP-.pdf (inter.edu)

Early Childhood Education (243)- [IAUPR General Catalog 2019-20](#) [admin-ajax.php \(inter.edu\)](#) Pages 217-218

Elementary Education K-3 Level (236)- [LINK IAUPR General Catalog 2019-20](#) [admin-ajax.php \(inter.edu\)](#) Page 219

Elementary Education 4-6 Level (237)- [LINK IAUPR General Catalog 2019-20](#) [admin-ajax.php \(inter.edu\)](#) Page 220

Special Education K-12 (136)- [LINK IAUPR General Catalog 2019-20](#) [admin-ajax.php \(inter.edu\)](#) Page 236

Secondary Education in Biology (174)- [LINK IAUPR General Catalog 2019-20](#) [admin-ajax.php \(inter.edu\)](#) Pages 225- 227

English as a Second Language K-6 (206)- [LINK IAUPR General Catalog 2019-20](#) [admin-ajax.php \(inter.edu\)](#) Page 240

These six (6) Initial Programs satisfy the appropriate requirements for teacher certification as established by the [4. DEPR Puerto Rico Department of Education Teacher Certification Document #8126](#) Spanish version. . [4.-D.E.P.R-Teacher-Certification-Requisites-for-PR Num.-8146- -January-2012.pdf \(inter.edu\)](#)

Education (BA and Certificate) [2.B-Education-and-Advence-pages-211-to-213-.pdf \(inter.edu\)](#)
https://documentos.inter.edu/wp-admin/admin-ajax.php?juwpfisadmin=false&action=wpfd&task=file.download&wpfd_category_id=374&wpfd_file_id=23171&token=d3df6f0eb66eed7b0b3ed7f83009a61e&preview=1 Pages: 211 to 213

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. [4.-D.E.P.R-Teacher-Certification-Requisites-for-PR Num.-8146- -January-2012.pdf \(inter.edu\)](#) For this, it takes as its basis the Vision, the Mission and the Goals of IAUPR, the University's conception of an educated person, the Professional Standards of Teachers adopted by the Puerto Rico Department of Education, and the "Standards of Accreditation" of the Council for the Accreditation of Educator Preparation (CAEP).

Theoretical and Methodological Frame of the TEP

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

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

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

In order to give direction to its vision, mission and declaration of goals statements, the TEP uses the professional standards of teachers established by the Puerto Rico Department of Education and by the CAEP. These standards have as their main purpose to delineate the professional characteristics that the teacher must have to achieve that the students develop, in an integral way, their capacities and potentialities to the maximum in all dimensions as human beings, within a context of a culture of peace and acceptance of diversity. In addition, these standards establish the indicators of the qualities that the teachers must have to facilitate their students' learning of knowledge, skills and attitudes. It is important to indicate that the standards also serve the teacher as parameters for him to reflect on his continuous professional development and how this must be in harmony with the learning needs of his students.

In synthesis, the task of educational formation is a complex one and is a great social responsibility. 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.

Vision of the TEP

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

Mission of the TEP

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

Goals of the TEP

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

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

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

General Objectives of the TEP

The Program aims to achieve the following general objectives:

1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.
2. Use research, the sources of information and technological advances on which to base the development of educational innovations.
3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.
4. Apply the ethical, legal and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.
5. Show commitment to the continuous improvement of the required professional competencies in the field of education.

Competencies Profile of Graduates

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

Knowledge

To know and understand:

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

5. The implications and importance of the integration of parents and other sectors of society in the educational task of the school community.

Skills

1. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education.
2. Plan student learning by integrating educational strategies with a scientific base into instructional design.
3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject matter they teach.
4. Apply the complementary processes of evaluation, assessment and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning.
5. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.
6. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.
7. Use a variety of educational and technological resources to facilitate learning in diverse student populations.
8. Use communication skills in an effective way to develop in the students the understanding of how they learn.

Attitudes

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

The Fajardo Campus EPP offers study programs for the Bachelor of Arts degree in Early Childhood Education Preschool Level, Elementary Level (K-3), Elementary Level (4-6), Special Education, Biology Secondary Education, and English as a Second Language Elementary Level. These programs meet the requirements for teacher certification granted by the Puerto Rico Department of Education.

To be certified by the Department of Education of Puerto Rico and obtain the Professional Licenses in their area of specialty, students must fulfill all degree requirements established in the Graduation Certification of the IAUPR Teacher Education program and also achieve a passing score on the PCMAS Battery Test from the College Board of Education and América Latina Assessment as mandated by the Department of Education of Puerto Rico teacher certification Document #8126.

The following table presents the active and graduates' numbers of the FC PEM from 2016 to August 2021

Specialty	2016-2017				2017-2018				2018-2019				2019-2020				2020-2021			
	Active Students		Graduate Students		Active Students		Graduate Students		Active Students		Graduate Students		Active Students		Graduate Students		Active Students	Graduate Students		
	2016-2017	2016-2017	2016-2017	2016-2017	2017-2018	2017-2018	2017-2018	2017-2018	2018-2019	2018-2019	2018-2019	2018-2019	2018-2019	2018-2019	2019-2020	2019-2020	2019-2020	2019-2020	2020-2021	2020-2021
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
BA Special Educ (136)	18	1	1	0	17	3	2	0	16	0	0	0	17	1	2	0	13	0		
BA Second Biology (174)	5	4	0	0	6	2	1	0	0	1	0	0	2	2	0	0	1	1		
BA English Elem Educ (206)	22	11	3	4	34	8	4	1	22	5	3	0	22	5	3	0	21	7		
BA Elem Educ K-3 (236)	27	1	2	0	39	3	5	0	29	4	2	0	37	3	6	0	31	1		
BA Elem Educ 4-6 (237)	4	2	0	0	10	2	1	0	7	3	3	0	11	0	0	0	7	4		
BA Early Childhood pre-school (243)	25	2	0	0	28	1	5	0	23	0	2	0	20	1	2	0	14	0		
Total	100	20	6	4	134	19	18	1	97	13	10	0	109	12	13	0	87	13		

The FC also offers a master's in arts in Educational Leadership. [Estudios Graduados | Universidad Interamericana de Puerto Rico Recinto de Fajardo, https://fajardo.inter.edu/wp-content/uploads/2021/02/GERENCIA-Y-LIDERAZGO-EDUCATIVO.pdf](https://fajardo.inter.edu/wp-content/uploads/2021/02/GERENCIA-Y-LIDERAZGO-EDUCATIVO.pdf) The following table presents the number of active and graduates of the program until June 2020.

Specialty	2016-2017				2017-2018				2018-2019				2019-2020			
	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
MA Educational leadership (402)	11	4	2	1	6	2	1	1	14	2	1	0	15	4	7	1

Annual Reporting Measures

As part of the CAEP accreditation process, every Education Preparation Provider (EPP) must report and prominently display data on its website relating to eight Annual Reporting Measures established by CAEP. The FC EPP will present data from the instruments used to obtain appropriate measures of CAEP Indicators or measures as follows:

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)
additional | 6. Ability of completers to meet licensing (certification) and any state requirements; Title II
(initial & advanced levels) |
| 3. Satisfaction of employers and employment milestones which
(Components 4.3 A.4.1)
(initial & advanced levels) | 7. Ability of completers to be hired in education positions for which they have prepared |
| 4. Satisfaction of completers

(Components 4.4 A.4.2)
(initial & advanced levels) | 8. Student loan default rates
And other consumer information |

Measure 1: Impact on P-12 Learning and Development CAEP 4.1

CAEP 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.

The FC EPP is using a case study to measure Impact on K-12 learning and development since the DEPR does not have any information sent to the universities that can evidence that graduates from EPPs, impacts in K-12 learning. The EPP selects from a pool of graduates interested in participating in the case study each semester. The program developed a protocol for the case study and the graduate that participates must demonstrate that their students are impacted in k-12 Learning. The EPP uses the IE-8B Instrument to evaluate the evidence provided by the graduate that is participating in the research the demonstrates K-12 learning in the Unit selected. [5.C.-I-E-8B-Instrument-completed-by-the-researcher-for-Maras-Portfolio-Aug-DEC-2020-case-study.pdf \(inter.edu\)](#) The EPP researcher needs to plan with the graduate the protocol of the case study, visit the graduate during the time that the graduate is teaching the unit selected and finally make a case evidencing the K-12 learning from the graduate in the unit selected. [5.-A.-Final-report-case-Study-from-the-researcher-in-regard-to-K-12-learning-August-to-December-2020.pdf \(inter.edu\)](#) (5.A case Study report from the researcher in regard to K-12 learning August to December 2020). She concluded that 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 Fajardo Campus 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)

This year, the participant was Mara Morazzoni a graduate from Fajardo TEP year 2018. Ms. Morazzoni was working as an ESL Teacher at Sonifel College, a private school, in the

municipality of Fajardo, P.R. Once Ms. Morazzoni accepted to participate in this study, she filled the consent form already established for this purpose.

She decided to work with a fourth group that were presenting difficulties in their academic achievement. It was a group 20 students and all of them were non-native speakers. The sample was taken out of the first 12 parents that responded promptly to the participation request. At the beginning of the research, last week of October 2021, students were working on a unit titled, Fun with Dialogues, with the aims to develop language proficiency, improve reading fluency and acquire more vocabulary. Due to the COVID-19 pandemic, classes were immersed in a distance learning modality. Under this condition the treatment given, needed to be more intense to make them fell in love with the language. With this on mind Ms. Morazzoni changed the approach that she used to use and started to integrate more resources of the emergent technology available for both students and teacher and new teaching models and strategies that she had learned in the TEP Program and that change was really a great hit.

Although they were having less time with the teacher, the use of different teaching strategies like, independent study, education and distance, technology integration, among others, helped a lot to achieve students' improvement regarding the daily objectives. This was evidenced by the posttest results that showed a significant increase over the pretest scores.

It is very important to highlight the effort, commitment, and quality of time that Ms. Morazzoni is giving to her classes, not only, during these six weeks, but during the whole academic year, even when she does things in class, without mention them by their names in her plans; an example of this is the use of teaching models like Flipped Classroom and Gamification. Whenever we sat down to revise the weekly lesson plan and watch the recorded classes, I found out that she was using the flipped classroom model when she assigned student to look for some related content and study it at home, before being discussed in class. Another teaching model that was not identified in her lesson plans by its name was the Gamification model. All the digital games, practice, and assessment activities where the ludic element is present, are entailed within this innovative teaching and learning model. We had the time to talk about these models and she was satisfied that I refreshed that out of her prior knowledge learned in her methodology course EDUC 3187.

The evidence of this report is as follows:

INTER AMERICAN UNIVERSITY
FAJARDO CAMPUS
DEPARTMENT OF EDUCATION AND SOCIAL SCIENCE

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, another 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

CASE STUDY STD 4.1

**“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”**

OCTOBER-DECEMBER, 2020

**Teacher: Mara S. Morazzoni Scarano
English Specialist (K-6th)**

**Myriam Caballero Quiñones, Ed.D.
Authorized Researcher**

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Appendix (A-H)

- A. Proposal and Background to Involve Human Subjects in Research
- B. Application Regarding Study #15-16-041
- C. Informed Consent Mara Morazzoni (teacher)
- D. Reflection Questions
- E. Parent’s Consent Sheets
- F. Instrument IE-8B-Impact of the PEM Graduate in the Development and Learning of their PK-12 Students, their Instruction and their Satisfaction with the Relevance of their Academic Preparation
- G. Impact Portfolio- Mara Morazzoni

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.
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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 aims to measure 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) 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. 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 is the teacher's reflection about and guiding principles for teaching English language learners?
5. What instructional strategies do teachers use to teach?
6. How is an assessment conducted and used?

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 is the teacher's reflection about and guiding principles for teaching English language learners?
5. What instructional strategies do teachers use to teach?
6. How is an assessment conducted and used?

Literature Review

The researcher of this study has spent many years teaching English as a Second Language as well as French and Spanish as a Foreign Language to non-native speakers, but throughout the years, the more she teaches, the more convinced she is that the use of dialogues is the best way to develop listening and speaking skills and becoming proficiency in any second language. Their effective use in her EFL and ESL classes has also aided her students in improving their listening

and speaking skills. Through years of experience, she is very aware that recitation of dialogues definitely, does help in making all language learners better listeners and speakers. According to Kuehn, there are five compelling reasons why they have a special place in listening and speaking classes.

Considering that Dialogues are nothing more than communication between two or more people through either speaking or writing, is easy to understand the first reason that states that they represent real-life speech. This detail about this type of conversation is highly important in a teaching environment because it gives pertinence to students.

The second reason is that dialogues teach culture in different social situations, aspect that facilitates to teach the target language within the culture. The great thing about dialogues is that you are learning the culture of a people through its language when reciting them. For example, in a conversation on the topic of introductions, students quickly learn that males are introduced to females in American culture and that it is customary for people to shake hands, including men shaking hands with women. A conversation might also reveal that it is impolite or improper to ask a person about their age, weight, or salary or income.

The third one has to do with roleplay; students love roleplay. Most of elementary students love to recite and practice dialogues because they can be roleplayed, especially those examples that present or reflect a social situation such as visiting a friend, talking on the telephone, or shopping. Students love acting out the ones which call for a lot of body language and emotion.

Kuehn, also agrees and converts it in the fourth rule, that dialogues are springboards for learning new vocabulary and sentence structure. This is possible through the use of substitution drills, for example:

"You have a very cute baby," said while giving a compliment, one may substitute the noun "baby" with "dog," "kitten," "puppy" or "rabbit." You could also introduce a tag question in a dialogue like "You're a tourist, aren't you?" and through substitution drills, you could generate sentences such as "You're an American, aren't you?" and "She's your daughter, isn't she?"

Finally, he concludes with the fifth rule, that highlights the importance of scaffolding learning, because it leads to improved conversation ability. This scaffolding technique helps non-native students to proceed from dialogue recitation to casual conversation as soon as possible. Thinking of these five rules promoting the use of dialogues in the classroom, Ms. Morazzoni will give us the opportunity to observe pieces of her professional praxis and her students' performance using this useful technique as a real example of authentic learning.

Research Design

The proposed research had a research-in-action approach. The research consisted in gathering information through a PEM graduate of the last two years. The graduate participant will be selected within the Fajardo Campus of the Inter-American University of Puerto Rico. 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 research in classroom.
6. Present the Final Report with all the evidence listed above and deliver the researcher in charge of the project, who in turn will proceed to collect and analyze the data regarding the teacher's impact in achieving the learning of the students in charge.
7. Include in the Final Report with evidences such as pre and post-test results, tabulation of exams and other activities aimed at evaluating the performance of their students, reflection sheets from students and teachers, photos and other documents that the teacher understands It is necessary to demonstrate learning in your students

Participants (Appendix C)- Teacher's Consent Sheet, Justification

The participant was Mara Morazzoni Scarano, who was admitted to the Inter-American University, Fajardo Campus in August, 2013. After five years she graduated from Fajardo TEP, in June, 2018, and immediately started to work in the field that she was specialized, elementary ESL teacher. The TEP invited graduates from year 2018, and Mara was the only graduate willing to participate in the research voluntarily and by disposition. Therefore, the TEP decided to accept her participation even though the limitations that she will have, due to the virtual modality that she is using as result of the COVID-19 circumstances. 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.

Mara was working at Sonifel Private School, in the municipality of Fajardo, P.R as an ESL Teacher in the upper elementary level. Once she accepted to participate in the research, she filled the consent form already established for this research participant (Appendix C).

Procedures done before starting the Research Project in October 2020

Before conducting the research, permission was granted by the Institutional Review Board. A written consent form was obtained by the participant. Data was collected through virtual 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 because classes were given virtually and parents didn't allow to take photos of their children.

Also, the participant teacher in the research informed the parents on October 2021 of the group selected about the participation of the fourth graders in the project. Data was collected through observation protocol, and collection of different artifacts developed by the teacher during classroom teaching. The techniques used by the teacher provides enough details for thick description. Due to the COVID-19, classes were not given presently and the researcher was not

able to visit the school. Nevertheless, each weekly meeting was carefully planned to observed and discuss the recorded classes with the teacher. These meetings with the teacher were scheduled to occur during her free time. The researchers decided to summarize the seven (7) questions of the graduate at the end of the six weeks of observation.

At the end of the six weeks, the graduate 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 fourth Grade students in charge (see Impact Portfolio developed by Ms. Morazzoni- The evaluation of the academic Project was based on the 2 phases mentioned utilizing the Instrument IE-8B- Appendix). This researcher was not present for the six weeks of duration of the project, because the school was giving the classes virtually, however, three class observation were made through recorded videos were students were not facing the video camera. The main target of this observations was 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, but that was not possible due to school restrictions toward social distance and lack of teaching time; last semester they were meeting for the English class only four days a week instead of five.

Nevertheless, the researcher observed through recorded evidence that the teacher offered feedback to their students regarding their difficulties.

Introduction

In this project, you will find the information about the study that was done at the Sonifel Private School, using a 4th grade group as the research sample. This project involves lessons that were designed mostly, integrating the four language arts: Listening, Speaking, Reading, and Writing, (which also are four of the Content Standards of the English Program in Puerto Rico) this without neglecting the use of grammar, but rather, highlighting parts of speech. This last part responds to the 5th content standard, identified in the English Content Standard Manual as Language.

School Profile

The Sonifel School was founded in 1976 by Professor Sonia Feliciano de Figueroa. In honor of its founder, the first letters of her name were used in combination with the first three letters of her surname to configure the name of the institution, Sonifel. It operated under his direction and administration until May 1999, when the School was acquired by the Fundación Educativa Concepción Martín. In August of the same year, the Sonifel School began a new stage as an institution dedicated to preschool, elementary and secondary education, under a new administration chaired by Dr. Sara López Martín.

It is located at 312, Diego Zaldondo Street in the municipality of Fajardo, Puerto Rico. It has an enrollment of 395 students for the 2020-21 school year. The faculty staff consists of 19 regular teachers, a computer specialist, three resource teachers, sponsored with federal funds by COSEY. As support personnel they have a social worker, and as classified employees they count with a secretary, two nutrition employees and one custodian, all these under the supervision of three principal and a General Director.

Within the services that they offer It has a day care center that serves a population of children between 2 months and 4.11 years. It cares licensed by the Department of the Family.

Additionally, it works in alliance with the Federal ACUDEN Program and PACNA. With the aids of these federal funds, it can offer care services for infants, maternal and preschool. It also counts with the Creative Curriculum to provide you with an educational experience according to your stage of development. Additionally, we have a certified menu from the PACNA Food Program, to guarantee the consumption of healthy food. Finally, we have the Federal ACUDEN Program, which helps participants who qualify, for the care of their children.

Their task in preschool is to continue facilitating gross and fine motor development, reasoning, receptive and expressive language, visual perception, social, emotional, physical development, and cognitive development. They emphasize the cognitive, intellectual, evaluative and attitudinal through the direct use of audiovisual materials and equipment. In keeping with their philosophy, the students develop joy and responsibility for learning, motivation, self-esteem, and the confidence in being able to do things. The teaching of preschoolers responds to the need of our community to begin the integral development of children who have been exposed to previous experiences in their home and community. It is the bridge between the home and the formal teaching of academic degrees.

In the elementary level, It offers a bilingual curriculum designed to develop skills that facilitate the learning of Reading, Writing, Mathematics, and English as a Second Language, as well as character building. Students will enjoy educational experiences in the areas of Fine Arts, Physical Education, and Technology.

The intermediate and high school levels consist of the regular academic program that comprises a complete curriculum of basic subjects, according to each level, enriched by elective courses, as well as clubs and student's organizations. All these together with other academic, cultural, and social services that include among others, remedial teaching in Math, creative writing

in the target languages and other extra-curricular activities, like group trips to theater plays and concerts, in and out of town.

This particular private institution also counts with two innovative special projects that show its concern about extracurricular matters. They are the *Resilience*, and *Ruler* programs.

The Resilience Program has the purpose of building and strengthening the resilience of our children and youth, their families and the school community, not only to help them recover from the impact, but to become more malleable in the face of trauma and vicissitudes. of the life. The Program encourages our children and youth to be more positive, persevere in the face of obstacles, and develop skills such as problem solving, curiosity, creativity and persistence.

RULER, is a systematic program that stands for five areas of Emotional Intelligence. The first letter of each one of these areas together, form the acronym that gives the name to the program. The **R** stands for Recognizing, the **U** for Understanding, the **L** for Labeling, the **E** for Expressing, and the **R** for regulating emotions. Its main objective is to train students with these Principles of Emotional Intelligence, transferring these principles into s skills that will allow students and the school community in general to: Recognize, Understand, Label, Express and Regulate their emotions, thus achieving a positive school climate that benefits everyone.

Student Profile

The sample for this action-research was selected intentionally, using the early approval of their parents to participate in this interesting study, as the main selection criterion. The group consists of 12 students, five girls and seven boys, between nine and ten years old, that come from different sectors of Fajardo and neighboring towns. All of them are non-native speakers of English, and although they have different degrees of bilingualism, all of them need to improve and enhance their vocabulary to improve their oral performance in the target language.

Regarding the socioeconomic level, the group consists of 12 students that belongs to rich and middle 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. Students are always very responsible with their materials and academic matters as well as always being willing collaborate and participate in extracurricular activities.

Mara Morazzoni Initial Reflection/Reasons why it is worth carrying out the project

The first sensation that I felt when Dr. Myriam Caballero made the approach to me, was very strange; it was really a bundle of mixed feelings. In the beginning, I felt honored for the invitation to be part of such a professional project, but at the same time I was nervous and skeptic to accept the challenge of working together with professionals that were my professors. Besides that, it would be my first experience as an active participant of an action research.

After a couple of days of thinking of how my students would benefit of this opportunity, that, without asking for it, it just aroused at my path, I decided to go for it, considering that it can be a great opportunity to help my students to improve their oral communication in the target language.

Researchers Data Analysis

The project was developed for six weeks, starting in the last week of October and ending in the first week of December 2020. The teacher to be observed, was a graduate of English Education specialty, of the Fajardo TEP. She has a bachelor's in English as a Second Language and the group selected was a 4th grade which consisted of 20 students, but only twelve were able to participate of the study. The researcher was not able visit the graduate in a regular daily basis, due to the modality that was adopted by the school as result of the imperative social distance that needs to be keep until new notice.

Due to the COVID-19 outbreak, in this private school, the educational service will be offered virtually and remotely until further notice. All students enrolled in the school were provided with a Microsoft 365 license so that they can have access to the TEAMS application and other tools that will help them to participate in the educational process throughout the school year and particularly, while virtual and distance education remains, according to the current Executive Order. Therefore, the researcher's observation plan was modified to weekly meetings with the teacher, to go over the lesson plans, students' alternative assessments, and a couple of visual aids that were part of the tools that help the researcher to gather data from the teacher's praxis and students' performance.

The subject content that the teacher was giving during the period of the study was part of the unit titled "Fun with Dialogues". Now the researcher will share he data 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 October 2020. 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.

Classroom Weekly Observations from the Graduate Mara Morazzoni as an English Second Language Teacher

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

First Week- October 26-30, 2020

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

Unit: Fun with Dialogues

Lesson: Developing Language Proficiency

Standards: Listening- 4.L.1, 4. L.1b, Speaking 4. S.1, Language 4. L.1, Reading (4.R.FS.12)
Writing (4.W.8)

Objectives: After providing different situations and guided practice the students will demonstrate that they can properly:

1. identify different kinds of nouns (abstract, concrete, and collective nouns)
2. answer reading comprehension questions related to a particular story
3. identify character traits, and recognize the elements of a setting

Teaching Strategies: Direct instruction, Guided Reading, Distance Learning, Independent Study, Read Aloud, Technology Integration,

Skills developed: Reading skills, writing skills, identify nouns,

Teacher reflection: Students did a good job identifying nouns and identifying character traits and the elements of a setting.

Researcher observations: In the first week Ms. Morazzoni began to work with the Unit: Fun with Dialogues and some Language, Reading Writing Skills. Students read the story a Dress for Ana María and work-out the skills above mentioned correctly. They understood perfectly what are character traits and the elements of a setting.

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. As learning strategies, she used Read aloud, direct instruction and technology integration. The daily assessment was carried out and developed and recorded in a class tool identified as Application Notebook

Second Week- November 2-6, 2020

Unit: Fun with Dialogues

Lesson: Developing Language Proficiency

Standards: Listening- 4.L.1, 4. L.1a, Speaking- 4.S.1, Language- 4. LA.2) Writing- 4.W.1

Objectives:

1. After watching a film with a positive message, students will write a reflection paragraph about the film's central theme meaningfully.
2. Through a game of Quizlet, students will have a lesson review within peers, as practice for a test this week.
3. Students will demonstrate their acquired knowledge on the lesson material by completing an evaluation with 85% of accuracy.

Teaching Strategies: Interactive Learning, Independent Study, Distance Learning, Read Aloud,

Skills Developed: Listening, Reading and Writing Skills

Assessments: Alternative Assessment using Quizlet, Traditional Test

Special Education accommodations: No Special Ed. Students registered in this group

Teacher Reflection: Students did a great job picking a movie of their choice and writing about their feelings, thoughts and ideas, relating to the moral of the story.

Researcher Observations: It was evident that students had a lot of fun when the ludic element is integrated in class. They really enjoyed the Quizlet review and it help them to have a better understanding and preparation for the test. The whole class mastered the test beyond the expectations.

Third Week- November 9-13, 2020

Unit: Fun with Dialogues

Lesson: Developing Language Proficiency

Standards: Listening- 4. L.1, Speaking- 4. S.1, Language- 4. LA.11, Reading-4R.FS.12,
Writing 4.W.4

Objectives:

1. After a thorough explanation of the rules to punctuate possessive nouns, students will identify them correctly.
2. Students will recognize different homophones by sing the correct spelling of the words.
3. Students will identify the correct homophone and how its function is used in sentences satisfactorily.

Teaching Strategies: Active & Interactive Learning, Direct Instruction, Independent Study,
Technology Integration

Skills Developed: Possessive nouns and Homophones

Assessments: Alternative Assessment through the Edu system Digital Platform

Special Education accommodations: No Special Ed. Students registered in this group

Teacher Reflection: Students are improving pronunciation through the Dialogues oral reading practice. They also are acquiring confidence and are more willing to participate in class.

Researcher Observations: The Edu system digital platform is an excellent tool to foster student's empowerment. Through its use 90% of the class achieve full understanding of the topic. No reteaching was needed.

Fourth Week - November 16 - 20, 2020

Unit: Fun with Dialogues

Lesson: Developing Language Proficiency

Standards: Listening- 4. L.1a, Speaking- 4.S.1, Language- 4. LA.11,

Objectives:

As a matter of review, students will:

- classify different kinds of nouns in their respective categories, satisfactorily.
 - choose the correct homophone used in sentences using puzzle pieces.
3. demonstrate their acquired knowledge on the four types of nouns and simple homophones by completing a short test with 85% of accuracy.

Teaching Strategies: Interactive Learning, Independent Study, Distance Learning, Read Aloud
Technology Integration

Skills Developed: Four types of common nouns and Simple Homophones

Assessments: Alternative Assessment through a Matching Puzzle Game, Formal Assessment
answering a short test

Special Education accommodations: No Special Ed. Students registered in this group

Teacher Reflection: At the beginning of the semester, these students were not able to answer to open ended questions. Now I can summarize the lesson with their answers to this type of questions.

Researcher Observations: Definitely, using games as review before a test is a great asset to active students' knowledge. Their practice matching puzzle pieces improve their mastery of nouns and homophones.

Fifth Week- November 23-27, 2020

Unit: Fun with Dialogues

Lesson: Developing Language Proficiency

Standards: Listening- 4. L.1a, Speaking- 4. S.1, Reading-4R.FS.12,

Objectives:

As a preparation to work with prefixes and roots of words, students will:

- organize words in alphabetical order using the first and second letter criteria satisfactorily.
- organize words in alphabetical order using the third letter criteria correctly.

Teaching Strategies: Direct Instruction, Read aloud /Shared, Independent Study/Reading, Distance Learning, Technology Integration

Skills Developed: Alphabetical Order

Assessments: Alphabetical Order Project (Instructions and Rubric provided on separate)

Special Education accommodations: No Special Ed. Students registered in this group

Teacher Reflection: This week we only had two days of class. Knowing this in advance, I decided to work with the alphabetical order skill because it does not need more than two days to master it.

Researcher Observations: This week we did not have our weekly meeting due to Thanksgiving Recess.

Sixth Week - November 30 – December 4, 2020

Unit: Connecting Life Events

Lesson: Understanding Word Parts

Standards: Listening- 4. L.1a, Speaking- 4. S.2b, Language- 4 LA.1 & 4. LA.1g, Writing- 4.W.8

Objectives:

Through a meaningful explanation, students will:

- recognize the **Greek** roots **aqua** and **astro** in words, form new words using them and write sentences with words that have those roots, correctly.
- recognize the **Latin** roots **cred** and **fer** and will do the same, like they did with the previous two.
- use the correct words with **Greek & Latin** roots appropriately to complete a paragraph.

Teaching Strategies: Direct Instruction, Independent Study, Distance Learning, Read Aloud Shared Reading, Technology Integration,

Skills Developed: Greek and Latin roots to form new words

Assessments: Alternative Assessment through

Special Education Accommodations: No Special Ed. Students registered in this group

Teacher Reflection: I love to teach root words because you can do wonders regarding to guessing games and other manipulatives that facilitates the social interaction among them, even at distance learning.

Researcher's Observations: It is essential to start teaching root words to kids early, so students can develop a better understanding of root words, roots and other morphemes in order to deconstruct words and built word meaning. My suggestion to the teacher was to start working with this skill at the beginning of the semester, instead of leaving it for the middle of the school year. The sooner she starts teaching this skill, the better for kids to master it. The use of word spelling list, in conjunction with engaging root word games and exercises, are a great way to improve students understanding of how words are formed, and it is really the best way to set a strong foundation to build up enough vocabulary for non-native speakers.

Appendix D: General Reflection / Teacher: Mara Morazzoni

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

1. In the action research, I believe I would share with my colleagues the important learning experiences of the class. First of all, I would like to share the results of my achieved objectives and the process in which they were carried out. I would also talk about a very significant aspect of the whole teaching-learning experience: was my role as a knowledge facilitator effective for my students? This self-evaluation of how I proceeded to teach the lesson material works hand in hand when trying to accomplish the day's objectives. A teacher should always evaluate their performance as well to see how to make the learning process more successful and meaningful. That is something I would share with my colleagues in order to gain some insight from them to become a better teacher.

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

2. I have used a good number of assessment techniques for measuring and evaluating my student's performance and learning. The most important assessment technique I used was the notebook to ensure students' daily work was completed. This technique helped me to stay on track with our day-to-day activities. They receive a grade for the information they copy (agendas) and work completed (spelling quizzes, etc). Another of my favorite assessments were conceptual maps that were also completed in the students' notebooks. We did a couple of partner and group activities with the vocabulary words studied in the lesson. We used open ended questions that was also a helpful tool to check for understanding. I also use the focused listing for concepts or topics to help students better understand them. Lastly, I used the comic strip as an assessment which the students really enjoyed completing relating to our unit: Fun with Dialogues.

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

3. Many of these teaching strategies I was able to complete in combination of one or more depending on the topic or theme. Since we began virtual learning in August, I had to implement Education at a distance on Fridays because it was the only day that students didn't connect for meetings. This strategy was a challenge because the students were basically left on their own to complete a task with minimal help from the teacher. If they had questions, they could call or text with Teams with the teachers. Therefore, with the students at home completing the only homework day allowed, we used the independent study strategy. I believe it is correct to say that we applied technology integration in all our classes because it was used for a huge number of works.

I really love to use the interactive learning strategy because it makes the students get involved in what they are learning. They tend to talk more with this strategy. With this strategy I would also implement collaborative groups and play based learning because it was a great way to get the students going with hands on practice. They loved to play educational games together specially in completing reviews of topics. I used direct instruction usually when beginning a new topic or theme where the concepts were introduced and thoroughly explained. Once I finished with direct instruction, I would usually apply a guided practice session where I would guide the students to complete a task or work which another name would be the

“I do, We do, and You do” strategy. We used this strategy a lot with our learning platform Edusystem. Lastly, I used the PBL strategy for one theme on Alphabetical order and Dictionary use. This was a great way for students to complete a project while under the virtual teaching method.

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

4. My academic preparation is solid. I had great competent English teachers that I enjoyed every day of my college life. I miss talking to them about education and English as a second language. They provided me with the tools and the confidence to get out there and do what I do now. To evaluate my academic preparation, I would say that maybe they didn't teach me the English language per say but they taught me how I need to teach others specially children. They taught me how to teach in fun ways in order not to make learning monotonous.

Q. 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?

5. I have used practically everything I learned in the education program for teachers. Like I said previously, I already knew how to speak the language but I didn't know how to teach English to others. I learned how to create and evaluate my own assessments, tests, quizzes. I learned how to make lesson plans correctly and effectively to ensure I don't improvise. I learned how to manage my class time efficiently. I learned how to create assignments, worksheets, rubrics, journals, short tests...all of which I implement in all my groups. I learned how to properly write learning objectives which I never knew I had a structure. I also learned how to manage a classroom which is a continuous learning experience.

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

6. Well one thing is for sure I need to train more in virtual learning. We, at the school I work for, had a crash course of what virtual classes were and all that implies. We didn't have a formal education because basically it is an area of expertise that not many used before the pandemic, and consequently it was a method in which we were forced to learn from one day to another if we wanted our students to continue with their education when all the schools closed and not lose our

jobs. I can handle virtual classes pretty well, but I feel there are so many things I'm not doing because frankly there are unknown to me, but I want to learn.

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

7. I would suggest from this day forth, to have more classes that teach how to deal and handle virtual learning. I believe it not just a single course, it's more than that. I agree that we have acquired deep and full knowledge in our discipline but how to conduct virtual classes, or education at a distance takes more than that. I think it's a fast-growing area of study that universities and colleges need to incorporate in the curriculum for any education degree.

Q. 8. How can you compare your experience leaving the program and starting work? Did you feel safe? Did you feel that you had the knowledge to be an effective teacher?

8. My experience from the program at the university was a lot of theory at first, but which later became more practical and dynamic specially when I started taking the methodology courses, then I had to complete my pre-practice and ultimately my "real" teaching practice. All the knowledge I acquired throughout the years I had to put in practice and made sure I did it the best way possible. Beginning to work as a teacher really scared me at first because I was new, didn't have much experience and there were so many things I wanted to do in such little time that it was overwhelming. I had all this energy and great expectations that I wanted to make sure I did everything by the book. I did feel a sense of security in my area of study because I know a lot of the English language in terms of content and knowledge, but it's one thing to know a lot and not know how to properly teach it. So, yes, I felt secure with the knowledge I possessed but I was nervous as how to be in total charge of my classes and groups. I also wanted to make sure all the students and parents liked me and wanted them to know I am a little more than average teacher. My bosses at the school constantly tell me to be more confident in myself because they see how

competent I am, but there is always a doubt inside of my head that says: no, you have so much more to learn! And it's true. This is my second year as a teacher and yet even though I feel I have accomplished a lot there is so much I still don't know but willing to learn.

Researcher's general conclusions about the teacher reflections (Questions 1-8)

Ms. Morazzoni evaluated the Teacher education Program of Inter American University, Fajardo Campus as an outstanding program that prepare the students to be effective and highly qualified teachers that are ready to start working immediately after graduation. She also 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 lesson planning. She aware that it is important to comply with national and state education standards.

The TEP 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.

She proudly expressed that during her two years of experience, and I quote her, "I have used practically everything I learned in the education program for teachers. Like I said previously, I already knew how to speak the language but I didn't know how to teach English to others. I learned how to create and evaluate my own assessments, tests, quizzes. I learned how to make lesson plans correctly and effectively to ensure I don't improvise. I learned how to manage my

class time efficiently. I learned how to create assignments, worksheets, rubrics, journals, short tests... all of which I implement in all my groups. I learned how to properly write learning objectives which I never knew I had a structure. I also learned how to manage a classroom which is a continuous learning experience.” The training and professional tools provided by the staff of this program, definitely is the key to success in any educational setting that they have to face, island and nationwide.

Pre-post Test Description

Ms. Morazzoni developed a Language Arts test of 32 multiple-choice questions based on the skills developed in the selected Units. The skills were distributed within the test as follows:

- Kinds of nouns 4
 - Simple Homophones 4
 - Fiction Literature 5
 - Alphabetical Order 2
 - Roots Words (Greek & Latin Roots) 12
 - Prefixes and Suffixes 5
- 32

The purpose was to administer an instrument that can measure, as a pretest, the students’ prior knowledge, at the beginning of the unit. The same instrument was administered to the same students in order to measure the students acquired knowledge after the treatment.

As you can see in the next page, the test result was statistically significant. [5.B.-T-Test-Results-Gropu-utilized-for-the-K-12-Leaning-reseach-in-Sonifel-College-DEC-2021-.pdf \(inter.edu\)](#)

	Pre-test	Post-test
Student 1	14	32
Student 2	11	32
Student 3	8	31
Student 4	11	32
Student 5	12	32
Student 6	10	32
Student 7	10	32
Student 8	7	32
Student 9	10	32
Student 10	11	32
Student 11	8	32
Student 12	15	32

Standard 4.1

Impacto del Egresado del PEM en el Desarrollo y Aprendizaje de sus Estudiantes PK-12, su Instrucción con la Relevancia de su Preparación Académica

Sonifel College- Fajardo, PR

1.36696E-12

Resultado estadísticamente significativo

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 is 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 to the research questions below:

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

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

Having the opportunity to share with Mara Morazzoni in another educational setting and playing a different role, was an excellent experience to me. I knew she was great as a student but, regarding her performance as a newly teacher, so far, she is well positioned on the narrow road of highly qualified teachers. To be considered at that level, an educator must meet, at least three particular criteria, first, having a bachelor's degree of a four years institution, next a full state certification, and last, demonstrates competence in each core academic subject in which a teacher teaches. If we review Mara's profile, we can see that she is almost there. She obtained her bachelor's degree in English as a Second Language at the Inter American University, Fajardo Campus, in 2018. This indicates that in its academic preparation, the University prepared it in basic knowledge and skills for the mastery of the material she teaches. As part of the developed skills, we can mention co-teaching, individualization of teaching and work in pairs, techniques and teaching strategies. She 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. With all this educational background, there no doubt that she is on the right track. In terms of obtain the full state certification, she is working already with that. She started the process of taking the review, for the PCMAS but the fury of nature interrupted her plans, now she is again in the process to achieve that goal, and I know she has the potential to get it.

And the last criteria were already covered, because demonstrations of competences come out naturally of her spontaneous way of teaching

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 as well as in others school counties in the USA. 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 American 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. Mara validates 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. She 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?

Mara 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. She really thinks that the TEP prepared her 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?

She 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. Mara 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 language. 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. Mara managed to meet the objectives set in the research.

5. What instructional strategies do teachers use to teach?

The researcher observed and revise, Ms. Morazzoni lesson plans every Friday for six weeks using a variety of instructional strategies such as technology integration, distance learning, direct instruction, guided reading, independent study last class review, open questions, read and think aloud, shared reading, cooperative learning, information search, communication skills, writing skills and differentiated instructions, and one that really makes a difference with the sample of this study, is Gamification and other particular games that can be framed within the ludic category.

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:** Fun with Dialogues Ms. Morazzoni utilized a variety of assessment techniques that included alternative and formal assessment, and a set of evaluation instrument commercially designed, like Quizlet, to be used within digital platforms like Edusystem within others. She used quantitative and qualitative measures according to the type of exercises. The Department of Education of Puerto Rico also requires that teachers included as part of the

assessment, tests, special projects, reflections and special assignments. This also applies for private schools because they need to be approved by the D.E.

As a formative assessment, in each themes of the unit she administrates short tests, require special assignments and reflections. In the summative assessment of each theme, she administrated short tests:

Assessment Summary

Mara utilized a variety of assessment techniques that included formative and summative assessment. She used quantitative and qualitative measures. The Department of Education of Puerto Rico requires that teachers included as part of the assessment, tests, projects, reflections and special assignments. As a formative assessment, in each themes of the unit she administrates short tests, require special assignments and reflections. In the summative assessment of each theme, she administrates short tests: one regular test for the UNIT a with the accommodations for the student with special needs. In this way they were able to increase the achievement level of each student. Mara 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. She demonstrated her knowledge and skills as a highly qualified teacher graduated from the Inter-American University of Puerto Rico, Fajardo Campus.

Mara Morazzoni final conclusions of the results of the research

This research mainly aimed to measure the impact of the strategies adopted as a teacher on the academic achievement of students. Work was carried out in the Language Arts Unit: **Fun with Dialogues**.

The objectives developed were:

I. After providing different situations and guided practice, the students will demonstrate that they can properly:

*identify different kinds of nouns (abstract, concrete, and collective nouns)

*answer reading comprehension questions related to a particular story

*identify character traits, and recognize the elements of a setting

II. After watching a film with a positive message, students will write a reflection paragraph about the film's central theme meaningfully.

*Through a game of Quizlet, students will have a lesson review within peers, as practice for a test this week.

*Students will demonstrate their acquired knowledge on the lesson material by completing an evaluation with 85% of accuracy.

III. After a thorough explanation of the rules to punctuate possessive nouns, students will identify them correctly.

*Students will recognize different homophones by sing the correct spelling of the words.

*Students will identify the correct homophone and how its function is used in sentences satisfactorily.

IV. As a matter of review, students will:

-classify different kinds of nouns in their respective categories, satisfactorily.

-choose the correct homophone used in sentences using puzzle pieces.

*demonstrate their acquired knowledge on the four types of nouns and simple homophones by completing a short test with 85% of accuracy.

V. As a preparation to work with prefixes and roots of words, students will:

-organize words in alphabetical order using the first and second letter criteria satisfactorily.

-organize words in alphabetical order using the third letter criteria correctly.

VI. Through a meaningful explanation, students will:

-recognize the **Greek** roots **aqua** and **astro** in words, form new words using them and write sentences with words that have those roots, correctly.

-recognize the **Latin** roots **cred** and **fer** and will do the same, (like they did with the previous two.)

- use the correct words with **Greek & Latin** roots appropriately to complete a paragraph.

In the Unit selected for this particular research, the students worked with several language arts skills that were integrated with all the content standards of the English Program. The main purpose of this integration was to provide my students a real scenario where they can practice using the target language in different ways according to their strengths and weaknesses.

All the language activities and assessment exercises were created around the dialogues read weekly in class and they were designed and tied up to their respective objectives. Although we were having classes only three days a week, we were able to achieve our daily objectives and students' active participation in class has been improved.

As a teacher I was able to measure how effective it is to integrate the emergent technology in our daily basis to enhance the traditional tools that we have available.

This also facilitates students' connection to class, and the virtual communication with parents. Finally, I can conclude that my active participation in this research helped me to be more aware of my capabilities as a teacher, to gain more confidence in what I do, and to deal better with students' needs and learning styles.

Researcher's final conclusions of the results of the research

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 Fajardo Campus 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).

This year, the participant was Mara Morazzoni a graduate from Fajardo TEP year 2018. Ms. Morazzoni was working as an ESL Teacher at Sonifel College, a private school, in the municipality of Fajardo, P.R. Once Ms. Morazzoni accepted to participate in this study she filled the consent form already established for this purpose.

She decided to work with a fourth group that were presenting difficulties in their academic achievement. It was a group 20 students and all of them were non-native speakers. The sample was taken out of the first 12 parents that responded promptly, to the participation request. At the beginning of the research, last week of October 2021, students were working on a unit titled, Fun with Dialogues, with the aims to develop language proficiency, improve reading fluency and acquire more vocabulary. Due to the COVID-19 pandemic, classes were immersed in a distance learning modality. Under this condition the treatment given, needed to be more intense in order to make them fell in love with the language. With this on mind Ms. Morazzoni changed the approach that she used to use and started to integrate more resources of the emergent technology available for both students and teacher and new teaching models and strategies that she had learned in the TEP Program and that change was really a great hit.

Although they were having less time with the teacher, the use of different teaching strategies like, independent study, education and distance, technology integration, among others, helped a lot to achieve students' improvement regarding the daily objectives. This was evidenced by the posttest results that showed a significant increase over the pretest scores.

It is very important to highlight the effort, commitment, and quality of time that Ms. Morazzoni is giving to her classes, not only, during these six weeks, but during the whole academic year, even when she does things in class, without mention them by their names in her plans; an example of this is the use of teaching models like Flipped Classroom and Gamification. Whenever

we sat down to revise the weekly lesson plan and watch the recorded classes, I found out that she was using the flipped classroom model when she assigned student to look for some related content and study it at home, before being discussed in class. Another teaching model that was not identified in her lesson plans by its name was the Gamification model. All the digital games, practice and assessment activities where the ludic element is present, are entailed within this innovative teaching and learning model. We had the time to talk about these models and she was satisfied that I refreshed that out of her prior knowledge learned in her methodology course EDUC 3187.

In conclusion, I can summarize that as a graduate from the TEP Program, as soon as Ms. Morazzoni complete the process that she is in, to get the full state certification (PCMAS) can be considered a highly qualified teacher. I affirm this statement because, throughout this period of action research is evidenced that this professional of education, has all the other qualities and requirements that a teacher needs to engage their students in learning and promote students' empowerment.

See Appendix

Dr. Myriam Caballero
Faculty/Researcher
March 2021

Measure 2. Indicators of teaching effectiveness 4.2

CAEP 4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.”

Employers' evaluation of Fajardo TEP completers teaching effectiveness using the IP-12 R
[\(6.-4.2-Employers-evaluation-of-Fajardo-TEP-completers-teaching-effectiveness-using-the-IP-12-R-Instrument.pdf \(inter.edu\)](#) **6. 4.2 Employers' evaluation of Fajardo TEP completers teaching effectiveness)**

Instrument ([7.-IP-12-Graduates-effectiveness-in-the-application-of-Professional-Competencies.pdf \(inter.edu\)](#) **7. IP-12 Graduate's effectiveness in the application of Professional competencies)**

The EPP is using the IP-12 R Instrument to measure the Graduates Teaching effectiveness. The survey is composed of 44 premises that evaluate seven professional competencies. Full scale and one subscale could not be estimated because of low number of participants and data. The premises have a five-level scale with a range from very competent (5) to slightly competent. The following table presents the professional competencies, premises and the codes assigned. Fajardo TEP completers on average met the target established for all the areas evaluated (See **Error! Reference source not found.**).

Professional competencies evaluated, premises and codifications in the instrument

Competency Measured	Code	Total Items	Mean Goal
Dominion of subject: Theoretical and Practical Knowledge	SK	6	24.00
Teaching Strategies	TS	13	52.00
Technology	IT	8	32.00
Disposition and ethical conduct	DS	6	24.00
Diversity	D	5	20.00
Research Skills	RS	6	24.00

The internal reliability of this instrument can be seen in the following **Error! Reference source not found.**, subscales reliability is adequate.

Reliabilities of IP-12 subscales

	SK	TS	IT	DS	D	RS	Full Scale
Reliability	.718	.724	.936	.662	**	.763	*

* Not enough cases to estimate full scale reliability for sample. ** One item was missing making reliability impossible to estimate.

Employers Evaluation of Fajardo TEP Completers Competencies

	SK	TS	IT	DS	D	RS	Full Scale
N	6	6	5	6	5	6	5
Missing	0	0	1	0	1	0	1
Mean	24.50	55.33	34.60	26.83	17.80	24.50	183.00

	SK	TS	IT	DS	D	RS	Full Scale
Std. Deviation	1.97	3.33	4.39	2.48	.84	2.07	8.72
Minimum	23.00	51.00	29.00	24.00	17.00	22.00	169.00
Maximum	27.00	60.00	39.00	30.00	19.00	28.00	193.00
Target Met	X	X	X	X		X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity and RS= Research Skills. 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 (2), k-3 (1), elementary English (2), and elementary education 4-6 (1). The 100% of employers were very satisfied with Fajardo TEP completers and the majority rated as excellent (80%) the quality of the preparation of teachers. Most employers categorized completers as very effective (60%) or somewhat effective (40%).

Employers opinion of Fajardo TEP completers preparation

	Frequency	Percent
Excellent	4	80
Good	1	20
Satisfactory	0	0
Deficient	0	0
Poor	0	0
Total	5	100

Employers Satisfaction with Fajardo TEP Completers

	Frequency	Percent
Very satisfied	5	100
Somewhat satisfied	0	0
Satisfied	0	0
Somewhat dissatisfied	0	0
Dissatisfied	0	0
Total	5	100

Employers opinion of Fajardo TEP completers Effectivity

	Frequency	Percent
Very effective	3	60
Somewhat effective	2	40
Effective	0	0
Somewhat ineffective	0	0

Ineffective	0	0
Total	5	100

Employers' evaluation of Fajardo TEP completers by specialty (IP-12 R)

The three specialties of the completers evaluated were preschool (2), K-3 (1), 4-6 (1) and English elementary (2). All but one of the professional competencies evaluated met the criteria established by Fajardo TEP. The professional competency that did not meet the goal was related to completers diversity. This was due to a missing case in all cases evaluated.

Employers Evaluation of Fajardo TEP Pre-School Completers Competencies

	SK	TS	IT	DS	D	RS	Full Scale
N	2	2	2	2	2	2	2
Missing	0	0	1	0	1	0	1
Mean	23.50	53.00	29.00	27.50	18.00	23.50	169.00
Std. Deviation	.71	3.54	0	3.54	0	.71	0
Minimum	23	51	29	25	18	23	169
Maximum	24	56	29	30	18	24	169
Target Met	X	X	X	X		X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity and RS= Research Skills. The target means for SK= 24; KS= 52; IT= 32; CM= 24; D= 20; RT= 24 and Full scale= 176.

Employers Evaluation of Fajardo TEP K-3 Completer Competencies

	SK	TS	IT	DS	D	RS	Full Scale
N	1	1	1	1	1	1	1
Missing	0	0	0	0	0	0	0
Mean	27	60	39	25	17	25	193
Std. Deviation	0	0	0	0	0	0	0
Minimum	27	60	39	25	17	25	193
Maximum	27	60	39	25	17	25	193
Target Met	X	X	X	X		X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity and RS= Research Skills. The target means for SK= 24; KS= 52; IT= 32; CM= 24; D= 20; RT= 24 and Full scale= 176.

Employers Evaluation of Fajardo TEP 4-6 Completer Competencies

	SK	TS	IT	DS	D	RS	Full Scale
N	1	1	1	1	1	1	1
Missing	0	0	0	0	0	0	0
Mean	27	58	32	24	19	25	185
Std. Deviation	0	0	0	0	0	0	0
Minimum	27	58	32	24	19	25	185
Maximum	27	58	32	24	19	25	185
Target Met	X	X	X	X		X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity and RS= Research Skills. The target means for SK= 24; KS= 52; IT= 32; CM= 24; D= 20; RT= 24 and Full scale= 176.

Employers Evaluation of Fajardo TEP Elementary English Completers Competencies

	SK	TS	IT	DS	D	RS	Full Scale
N	2	2	2	2	2	2	2
Missing	0	0	0	0	0	0	0
Mean	23.00	53.50	36.50	28.50	17.50	25.00	184
Std. Deviation	0	.71	3.54	.71	.71	4.24	1.41
Minimum	23	53	34	28	17	22	183
Maximum	23	54	36	29	18	28	185
Target Met	X	X	X	X		X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity and RS= Research Skills. The target means for SK= 24; KS= 52; IT= 32; CM= 24; D= 20; RT= 24 and Full scale= 176

Measure 3 Satisfaction of Employers 4.3

CAEP 4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

[8. 8.-4.-3-Employers-Satisfaction-with-Fajardo-EPP-completers-using-ISP-16-Instrument.pdf \(inter.edu\)](#)

4. 3 Employers Satisfaction with Fajardo EPP completers using ISP-16 Instrument

9. [9.-ISP-16-Revised-Employers-Satisfaction-Survey-English-Version.pdf \(inter.edu\)](#) **ISP-16 Revised Employers Satisfaction Survey English Version**

Instrument was revised in October 2020. The EPP included additional premises in relation to Impact of the graduate in student learning. The following are the descriptive results of the Employers Satisfaction of TEP completers. The sample is composed of 6 employers that were evaluated by employers. The survey is composed of 34 premises that evaluate seven professional competencies. The internal reliability of this instrument was previously obtained as .987 this is an excellent reliability. In this sample reliability was low due to smaller sample size, and variability of answers. The premises have a five-level scale with a range from very satisfied (5) to no satisfaction (1).

Professional competencies evaluated, premises and codifications.

Competency Measured	Code	Total Items	Mean Goal
Dominion of subject: Theoretical and Practical Knowledge Premises 1-6	SK	6	24.00

Competency Measured	Code	Total Items	Mean Goal
Teaching Strategies Premises 7 to 14	TS	8	24.00
Technology Premises 15-17	IT	3	12.00
Disposition and ethical conduct Premises 18 to 21	DS	4	16.00
Diversity premises 22 to 24	D	3	12.00
Research Skills Premises (CCR Skills) 25 to 27	RS	3	12.00
Impact on student learning Premises 28 to 34	IL	7	12.00

Reliabilities of IP-12 subscales

	SK	TS	IT	DS	D	RS	IL	Full Scale
Reliability	.458	.481	.813	.554	*	.621	.732	.581

*Not enough cases to estimate full scale reliability for sample or problem with covariance structure (lack of sample variability).

The completers evaluated by the employers are distributed as follows: pre-school (2), elementary education K-3 (1), elementary English (2), and elementary education 4-6 (1). Targets were not met for two subscales subject knowledge and reflective thinking and research (see following table). Most employers rated as excellent the quality of teacher's performance (66.7%) and their preparation (66.7%).

Employers Satisfaction with Fajardo TEP Completers Competencies in the seven professional competencies

	SK	TS	IT	DS	D	RS	IL	Full Scale
N	6	5	6	6	6	6	6	5
Missing	0	1	0	0	0	0	0	1
Mean	23.83	33.60	14.00	17.83	13.33	11.83	12.83	127.80
Std. Deviation	1.72	1.95	1.26	1.60	.52	.98	1.17	4.32
Minimum	21.00	31.00	12.00	16.00	13.00	10.00	12.00	121.00
Maximum	26.00	36.00	15.00	20.00	14.00	13.00	15.00	131.00
Target Met		X	X	X	X		X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity, RS= Research Skills and IL = Teacher Impact on student learning. The target means for SK= 24; TS= 24; IT= 12; DS= 16; D= 12; RS= 12; IL= 12 and Full scale=120.

Additional Questions in the Instrument that validates the employers satisfaction of the 2020 completers.

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	4	33.3
Good	2	66.7
Satisfactory	0	0
Deficient	0	0
Poor	0	0
Total	6	100

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	4	33.3
Good	2	66.7
Satisfactory	0	0
Deficient	0	0
Poor	0	0
Total	6	100

Employers Satisfaction with Fajardo TEP completers by specialty

(ISP-16 Employer Satisfaction Rev)

The three specialties of the completers evaluated were preschool (2), K-3 (1), 4-6 (1) and English elementary (2). All of the completers met the goal for the professional competencies evaluated.

Employers Satisfaction with Fajardo TEP Preschool Completers Competencies

	SK	TS	IT	DS	D	RS	IL	Full Scale
N	2	2	2	2	2	2	2	2
Missing	0	1	0	0	0	0	0	1
Mean	24.50	35.00	13.50	18.00	13.50	12.00	12.00	131.00
Std. Deviation	2.12	0	2.12	2.83	.71	0	0	0
Minimum	23	35	12	16	13	12	12	131
Maximum	26	35	15	20	14	12	12	131
Target Met	X	X	X	X	X	X	X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity, RS= Research Skills and IL = Teacher Impact on student learning. The target means for SK= 24; TS= 24; IT= 12; DS= 16; D= 12; RS= 12; IL= 12 and Full scale=120.

Employers Satisfaction with Fajardo TEP K-3 Completer Competencies

	SK	TS	IT	DS	D	RS	IL	Full Scale
N	1	1	1	1	1	1	1	1
Missing	0	0	0	0	0	0	0	0
Mean	25	36	15	16	13	12	13	130
Std. Deviation	0	0	0	0	0	0	0	0
Minimum	25	36	15	16	13	12	13	130
Maximum	25	36	15	16	13	12	13	130
Target Met	X	X	X	X	X	X	X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity, RS= Research Skills and IL = Teacher Impact on student learning. The target means for SK= 24; TS= 24; IT= 12; DS= 16; D= 12; RS= 12; IL= 12 and Full scale=120.

Employers Satisfaction with Fajardo TEP 4-6 Completer Competencies

	SK	TS	IT	DS	D	RS	IL	Full Scale
N	1	1	1	1	1	1	1	1
Missing	0	0	0	0	0	0	0	0
Mean	21	33	14	18	13	12	15	126
Std. Deviation	0	0	0	0	0	0	0	0
Minimum	21	33	14	18	13	12	15	126
Maximum	21	33	14	18	13	12	15	126
Target Met	X	X	X	X	X	X	X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity, RS= Research Skills and IL = Teacher Impact on student learning. The target means for SK= 24; TS= 24; IT= 12; DS= 16; D= 12; RS= 12; IL= 12 and Full scale=120.

Employers Satisfaction with Fajardo TEP Elementary English Completer Competencies

	SK	TS	IT	DS	D	RS	IL	Full Scale
N	2	2	2	2	2	2	2	2
Missing	0	0	0	0	0	0	0	0
Mean	24	32	14	18.50	13.50	11.50	12.50	126
Std. Deviation	0	1.41	1.41	.71	.71	2.12	.71	7.07
Minimum	24	31	13	18	13	10	12	121
Maximum	24	33	15	19	14	13	13	131
Target Met	X	X	X	X	X	X	X	X

Note. The legend for the dispositions is: SK= Dominion of subject: Theoretical and Practical Knowledge; TS= Teaching Strategies; IT= Technology; DS= Disposition and ethical conduct; D= Diversity, RS= Research Skills and IL = Teacher Impact on student learning. The target means for SK= 24; TS= 24; IT= 12; DS= 16; D= 12; RS= 12; IL= 12 and Full scale=120.

Advance Educational Leadership Program

The Educational Leadership Program will be using the [A-07 Instrument Employer Satisfaction Questionnaire](#), [0-7-EMPLOYER-SATISFACTION-QUESTIONNAIRE.pdf \(inter.edu\)](#) to verify the satisfaction of the employers that have hired the EPP Educational leadership graduates. The Questionnaire was revised between Jan to Oct 2020. The data of the validation will be presented next year. The Program will use the revised questionnaire with the 2020 and 2021 graduates. The data of the pilot administration of the revised instrument will be presented in the 2021 Annual Report.

Measure 4 Satisfaction of Completers 4.4 ([10.-4.4-Graduate-satisfaction-of-the-TEP-using-the-EGRE.S-15-Instrument.pdf \(inter.edu\)](#) 10. 4.4 Graduate satisfaction of the TEP using the EGRE.S 15 Instrument).

CAEP 4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

This section includes the results of a survey that compiled information on the completer's satisfaction with the Fajardo TEP in 2020. The satisfaction survey EGRE. S. 15 ([11.-EGRE.S.-15-Graduates-UG-Satisfaction-Questionnaire.pdf \(inter.edu\)](#)), 11. Instrument EGRE. S. 15) is composed of 18 premises that evaluate seven areas of professional competency. The codification of each premise and the area can be observed in the following table.

The TEP established a mean of 4.00 or more to determine success (mastery in the premise. The instrument has seven areas:

- A. Content Knowledge- premises 1 -7
- B. Knowledge and skills in instruction and pedagogy- Premises 8 to 10
- C. Attention to diversity in the classroom- Premises 11 to 13
- D. Integration of Technology- Premises 14 to 15
- E. Attention to diversity in the classroom- Premises 16 to 19
- F. Integration of Technology- Premises 20 to 21
- G. Reflective Thinking and Research Skills- Premises 22 to 24

The results of the satisfaction survey by item revealed that Fajardo TEP met the goals in all premises measured and in all professional competencies and all seven professional competencies. The results can be seen in the following tables. The instrument previously had a reliability of .962 this is an excellent reliability. This year reliability was not calculated given small sample and variability issues.

Areas evaluated, premises and codes assigned of the satisfaction survey

Areas Evaluated	Premises	Codes
Content	The curricular contents (knowledge and skills) of the program developed the mastery of the subject they teach.	C1

Areas Evaluated	Premises	Codes
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.	TS1
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.	TS2
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	TS3
Attention to diversity in the classroom	The curricular contents (knowledge and skills) prepared me to develop the skill in the selection, design and preparation of instructional materials that facilitate the teaching and learning processes of the diversity of students in the classroom.	AD1
Attention to diversity in the classroom	The courses taken enable me to adapt the teaching and learning process with the purpose of providing the equitable conditions to attend students with special needs.	AD2
Attention to diversity in the classroom	The learning experiences strengthened in me the ability to understand individual differences, adapt daily planning to respond to individual needs and strengths and develop varied activities that challenge different levels of student thinking.	AD3
Integration of Technology	In the courses taken, the integration and use of technology in the classroom is promoted	IT1

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

Completers satisfaction with Fajardo TEP by professional competencies

	C	TS	AD	IT	RS	Full Scale
N	6	6	6	6	6	6
Missing	0	0	0	0	0	0
Mean	33.17	14.17	13.67	8.83	14.17	84.00
Std. Deviation	1.169	1.169	1.033	1.169	.753	1.789
Minimum	32	12	13	7	13	82
Maximum	35	15	15	10	15	87
Target Met	X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; TS=Teaching Skills; 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.

Fajardo EPP evaluated the Completers Satisfaction by Specialties as indicated below.

Completers Satisfaction with the Fajardo TEP by Specialty (EGRE S-15)

The three specialties of completers that disclosed their satisfaction with Fajardo TEP were preschool (1), K-3 (3), and English elementary (2). The three specialties met the satisfaction goals established. Therefore, we can conclude that all six completers that completed the EGRE. S 15 instrument are satisfied with the professional competencies the EPP developed. The data is presents in the following three tables.

Preschool completer satisfaction with Fajardo TEP by professional competencies

	C	TS	AD	IT	RS	Full Scale
N	1	1	1	1	1	1
Missing	0	0	0	0	0	0
Mean	32	14	13	9	14	82
Std. Deviation	0	0	0	0	0	0
Minimum	32	14	13	9	14	82
Maximum	32	14	13	9	14	82
Target Met	X	X	X	X	X	X

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

K-3 completers satisfaction with Fajardo TEP by professional competencies

	C	TS	AD	IT	RS	Full Scale
N	3	3	3	3	3	3
Missing	0	0	0	0	0	0
Mean	33.67	14.67	13.67	9.00	14.00	85.00
Std. Deviation	1.15	.58	1.15	1.00	1.00	2.00
Minimum	33	14	13	8	13	83
Maximum	35	15	15	10	15	87
Target Met	X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; TS=Teaching Skills; 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.

English Elementary completers satisfaction with Fajardo TEP by professional competencies

	C	TS	AD	IT	RS	Full Scale
N	2	2	2	2	2	2
Missing	0	0	0	0	0	0
Mean	33.00	13.50	14.00	8.50	14.50	83.50
Std. Deviation	1.41	2.12	1.41	2.12	.71	.71
Minimum	32	12	13	7	14	83
Maximum	34	15	15	10	15	84
Target Met	X	X	X	X	X	X

Note. The legend for the professional competencies is: Dominion of subject: C= Content; TS=Teaching Skills; 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.

ADVANCE EDUCATIONAL LEADERSHIP PROGRAM

The Educational Leadership Program will be using the **A-08 Instrument Graduate Satisfaction Questionnaire**, [08-Advance-Graduate-Satisfaction-Questionnaire.pdf \(inter.edu\)](#) to verify the satisfaction of the employers that have hired the EPP Educational leadership graduates. The Questionnaire was revised between Jan to Oct 2020. The data of the validation will be presented next year. The Program will use the revised questionnaire with the 2020 and 2021 graduates. The data of the pilot administration of the revised instrument will be presented in the 2021 Annual Report.

The questionnaire measures the following competencies:

- A. Mastery of Subject Matter in the Specialty- A.1.1, Premises 1-5
- B. Diversity- A.1.1, Premises 6-10
- C. Application of Research Skills- A.1.1, Premises 11-16
- D. Application of Leadership Skills- A.1.2, Premises 17-24
- E. Disposition- A.1.1, Premises 25-30
- F. Ethical and Professional Behavior- A.1.1, Premises 31-35
- G. Application of Technology in the Area of Specialty- A.1.1, Premises 36-39
- H. Collaborate and Participate in Collaborative Activities- Premises 40-46
- I. Application of Knowledge/Thinking Skills to Improve/Learning K-12 and CCR Skills- Premises 47-50

It also has three open ended questions related to; level of satisfaction of the quality of the preparation received from the program, level of satisfaction of the effectiveness of the preparation, and employment time line after obtaining the MA in Leadership.

Other Measures

Measure 5. Graduation Rates (initial & advanced levels)

The cumulative six-year graduation rate reflects the percentage of Cohort students who graduated in six years or less from a Department of Education program for year 2020. The EPP is sending this six year graduation rate for 2020 and the results are as follows: (12 [Graduation Rates-Cohort 2008 al 2014, FC Department of Education Programs](#), [12.-Graduation-Rates-Cohorts-2008-to-2014-B.A.pdf \(inter.edu\)](#))

Academic Programs	Cohort Base 2014	Graduates Education Program	% Graduation Program
136- SPECIAL EDUCATION	2	1	50%
144- SEC EDUC TEACHING OF HISTORY	2	1	50%
174- SEC EDUC TEACHING OF BIOLOGY	4	0	0%
176- PHYS ED SECONDARY LEVEL	1	0	0%
177- SEC EDUC TEACH SOCIAL STUDIES	1	0	0%
191- MUSIC EDUCATION INSTRUMENTAL	2	0	0%
206- ELEM ED TEACH ENGLISH SEC LANG	2	1	50%
236- EARLY CHILDHOOD ELEM LVL K3	2	0	0%
237- TEACH ELEM FOUR TO SIX 4-6, and 237 Specialties took six years or more to finish a BA	4	1	25%
243- EARLY CHILDHOOD PRESCHOOL LVL	2	1	50%
Total	22	5	23%

The table presents that 50% of the year 2020 graduates from 136, 206, 243, and 237 Levels took six years or less to finish a Bachelor's degree. 25% (1 graduate) graduated in six years or less in the 237 Level.

Advance Level Graduation Rates: (13. Graduation Rates Cohort 2013 to 2014 MA in educational leadership FC Campus) , [13.-.-Graduation-Rates-Cohort-2013-to-2014-MA-in-Educational-leadership-FC-Campus.pdf \(inter.edu\)](#)

In this report, the follow-up cohort for graduation Rates in the master's level students was defined as follows:

- Students re-entering master's level programs
- Your type of admission is Regular
- They enrolled full-time (Full Timers) in their first term of FALL

Once cohorts were selected for each year of admission, it was tracked over the next four academic years to determine how many of these students graduated from the Institution. Then, sand divided the number of students who graduated between the base of the cohort and multiplied by one hundred to calculate the accumulated graduation rate. The four-year cumulative graduation rate reflects the percentage of cohort students who graduated in four years from the Master of Education level program with a specialty in Management and Educational Leadership.

Graduation Rate Accumulated to the 4th year of study- Master's Level Education Program with specialization in Management and Educational Leadership

Cohort 2014-

Academic Programs	Cohort Base 2014	Graduates Education Program	% Graduation
402-EDUC MGMT LEADERSHIP	6	2	33%

Measure 6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels).

The EPP coordinates with the CBPRLA the administration of the PCMAS for the Program. 14. List of candidates to take the PCMAS Review year 2020, the EPP had a list of the candidates who had to take the PCMAS Test Battery for year 2020. (14. List of PCMAS Review from College BOARD for Year 2020 for FC EPP), [14.-List-of-PCMAS-Review-from-College-BOARD-for-Year-2020-for-FC-EPP.pdf \(inter.edu\)](#) . However, the March 2020 administration was canceled by CBPRLA and there is no data of this administration. The EPP is presenting the evidence of the Test cancelation for year 2020 and the new administration of PCMAS from CBPRLA. (15. Evidence of PCMAS cancelation for 2020 and administration for 2021), [15.-STD.-4-Evidence-of-PCMAS-Administration-Cancelation-for-year-2020-and-administration-for-2021.pdf \(inter.edu\)](#) . Finally, the CBPRLA sends the explanation of the content of the test for the EPP to offer orientation to the candidates that are taking the test PCMAS. (16. Memorandum on The Teacher

Certification Test PCMAS From CBPRLA) , [16.-MEMORANDUM-ON-THE-TEACHER-CERTIFICATION-TEST-PCMAS-frpm-CBPRLA.pdf \(inter.edu\)](#)

STD. 4 Evidence of PCMAS Administration Cancellation for year 2020 and administration for 2021

The Fajardo campus cannot evidence results from the PCMAS Battery tests for year 2020, (March 13th, 2020) since the College Board of Puerto Rico and América Latina (CBPRLA) cancelled the Test due to the present COVID 19 situation in the island. This test will resume in March 2021 for those who are interested in taking the test in year 2020 and 2021.

The FC PEM is presenting evidence of the Letter sent in both languages to the FC PEM regarding the cancellation of the Test as follows:

English Translation from College Board of Puerto Rico for the PCMAS Battery test May 2020: College Board announces cancellation of tests this semester.

SAN JUAN, May 4, 2020 - - Aligned with government guidelines on COVID-19 and the closure of schools across the country, the College Board Puerto Rico and Latin America announces the cancellation of scheduled test administrations for the months of March, April and May of the school year 2019-2020. These are the University Admissions Test (PAA), the Advanced Level Program (PNA), Teacher Certification Test (PCMAS) and THINK, CEPA and ELASH program testing.

Faced with the inability to bring students together, the PAA administration for grade 11 students in public schools on March 26 and the Saturday administration on June 20 have been canceled. In addition, the office of the College Board reports that this school semester will not be offered scheduled Advanced Level Program tests for April 28-30 to be administered in all public schools in Puerto Rico and Saturday, April 25, to be administered at certain participating private schools, as well as at various test centers.

"We have been coordinating efforts with the leaders of higher education institutions, the Puerto Rico Department of Education, and high schools with the interest of offering alternatives for the administration of our tests," said Pablo F. Martínez, acting vice president of the College Board. "However, we are in an unprecedented emergency. In accordance with government-

issued public health guidelines, our priority is to protect the health and safety of our students and educators," he added.

The closure of schools in the country also requires the cancellation of the administration of the THINK, CEPA and ELASH programmers scheduled for April 21-23.

"Building and sustaining educational quality in difficult times is our commitment," Martínez said: "Now more than ever, our workforce remains committed to students." As indicated, all College Board staff have been working intensively remotely to meet the needs of its users in Puerto Rico and Latin America.

On the other hand, teachers or aspiring teachers enrolled in the administration of the Teacher Certification Test, originally scheduled for March 13, will have the opportunity to take the test during the first school semester 2020-2021. Occasionally, registered candidates will be notified of the new exam date.

Soon, the College Board office will [guide latam.collegeboard.org](http://guide.latam.collegeboard.org) on the process students and schools must follow for the return of the enrollment fee paid for the tests.

CONTACT: College Board Puerto Rico and Latin America
Diana Curet
administraciondepruebas@collegeboard.org
787-306-8160

Official Spanish Translation from College board of Puerto Rico, May 4, 2020

El College Board anuncia la cancelación de pruebas este semestre –(cancellation of test (PCMAS) by College Board) due to Covid-19

SAN JUAN, 4 de mayo de 2020 - - Alineados con las directrices gubernamentales referentes al COVID-19 y el cierre de las escuelas en todo el país, el College Board Puerto Rico y América Latina anuncia la cancelación de las administraciones de las pruebas calendarizadas para los meses de marzo, abril y mayo del año escolar 2019-2020. Estas son la prueba de admisión

universitaria (PAA), las pruebas del Programa de Nivel Avanzado (PNA), la Prueba para la Certificación de Maestros (PCMAS) y las pruebas de los programas PIENSE, CEPA y ELASH.

Ante la imposibilidad de poder reunir a los estudiantes, la administración de la PAA dirigida a los estudiantes de grado 11 de las escuelas públicas del 26 de marzo y la administración sabatina del 20 de junio han sido canceladas. Asimismo, la oficina del College Board informa que este semestre escolar no se ofrecerán las pruebas del Programa de Nivel Avanzado calendarizadas para los días 28 al 30 de abril a administrarse en todas las escuelas públicas de Puerto Rico y la del sábado 25 de abril que se administraría en ciertas escuelas privadas participantes, así como en varios centros de examen.

“Hemos estado coordinando esfuerzos con los líderes de las instituciones de educación superior, el Departamento de Educación de Puerto Rico y las escuelas secundarias con el interés de ofrecer alternativas para la administración de nuestras pruebas”, indicó Pablo F. Martínez, vicepresidente interino del College Board. “Sin embargo, estamos en una situación de emergencia sin precedentes. Conforme a las orientaciones sobre salud pública emitidas por el Gobierno, nuestra prioridad es proteger la salud y la seguridad de nuestros estudiantes y educadores”, añadió.

El cierre de las escuelas en el país obliga, asimismo, a la cancelación de la administración de los programas PIENSE, CEPA y ELASH calendarizada para los días 21 al 23 de abril.

“Construir y sostener la calidad educativa en tiempos difíciles es nuestro compromiso”, señaló Martínez. “Ahora más que nunca nuestra fuerza laboral se mantiene comprometida a favor de los estudiantes”. Según indicó, todo el personal del College Board ha estado trabajando intensamente de forma remota a fin de atender las necesidades de sus usuarios en Puerto Rico y América Latina.

Por otro lado, se informa que los maestros o aspirantes a maestros inscritos en la administración de la Prueba para la Certificación de Maestros, originalmente agendada para el 13

de marzo, tendrán la oportunidad de tomar la prueba durante el primer semestre escolar 2020-2021. Oportunamente, se notificará a los candidatos inscritos la nueva fecha de examen.

Próximamente, la oficina del College Board orientará en latam.collegeboard.org sobre el proceso que los estudiantes y las escuelas deben seguir para la devolución de la cuota de inscripción pagada por las pruebas.

CONTACTO: College Board Puerto Rico y América Latina
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787-306-8160



MEMORANDUM ON THE TEACHER CERTIFICATION TEST (PCMAS)

January 20, 2021

A: Deans of Puerto Rico university institutions with teacher readiness programs

Eneris T. Pomales Torres

From: Eneris T. Pomales Torres
Director of Test Management

Subject: Registration and administration information for PCMAS Administration 2021.

The College Board Puerto Rico and Latin America is the non-profit educational organization that designs, prepares and administers PCMAS under the formal entrusting of the Puerto Rico Department of Education (DEPR). Therefore, and in order to explain the protocol of registration and registration of rigor, we include the information related to this process. These lines will serve as guidance for informing your students about the registration and administration of PCMAS.

As an initial part of the registration process, we deliver **the PCMAS 2021** Electronic Enrollment Instructions. This year we have modified the configuration of the test centers to comply with the health safety protocol established by our office. You can [access](#) here for details of the protocol to be performed on administration day.

Promotional materials

We include an informative poster on the registration process that will help them keep their candidates informed about the details of the PCMAS to be offered on Saturday, March 13, 2021. Students requiring examination Sunday for religious reasons will be examined on March 14, 2021. It should be emphasized that this date is subject to

Information about the study guide

Candidates can access and print the study guide and test information for free (it is a PDF document) [in latam.collegeboard.org/pcmas](http://latam.collegeboard.org/pcmas).

Evaluation, guidance and registration process

Here are the four steps that will guide you through the candidate evaluation, guidance, and registration process:

Step #1: Guide on DEPR requirements. Any candidate who will take the PCMAS for the purpose of applying for DEPR certification should be informed of the specific **requirements required** by the DEPR and the test to be taken to complete their certification file. To this end, it will consult the Teaching Staff Regulations, as well as Circular Charter 13-2019-2020 of 15 November 2019.

Step #2: Guide about the enrollment process. In accordance with the regulations in force in the DEPR, any person wishing to obtain a regular teacher's certificate and who is a "bona fide" candidate to be certified should be examined in the **General PCMAS**. Anyone who has

completed or expects to be able to complete, no later than December 31 of the current year, will be considered a "bona fide" candidate, the requirements necessary to be eligible for certification.

The university institution in which you studied can clarify the candidate's doubts and, above all, must establish which PCMAS General test you can and should take.

Step #3: Register students on the electronic registration platform. The academic institution must appoint an official to evaluate the candidate and certify that he or she is trained and authorized to take the test. After the evaluation, the official must access the registration platform with the user and password provided by the College Board to register the candidate. The address for accessing the registration platform is <https://registro.collegeboard.org/account/login>. **It is recommended that the institution complete the evaluation and registration process well in advance of the registration deadline. Candidates will complete the registration using the email they will receive once the institution has registered them.**

Candidates who have completed their teacher preparation program at a university institution abroad, ten years or more ago or at a higher education institution that does not exist, should contact the Teacher Certifications Division. In this office they will register it on the electronic platform.

Step #4: Request. Each candidate must complete and pay for their registration using the link they will receive by email after their institution has registered it, but before the deadline (see table of important dates).

Important dates for PCMAS administration				
PCMAS General Test Date	Date of registration opening	Deadline for sending reasonable accommodation documents	Deadline to apply without surcharge	Deadline to apply for late registration
Saturday, March 13, 2021	Thursday, January 21, 2021	Friday, February 5, 2021	Friday, February 12, 2021	Friday, February 19, 2021

Reasonable accommodation information

Candidates who require reasonable examination must apply during the registration process on the electronic platform and submit the reasonable accommodation request form with medical evidence to miacomodo@collegeboard.org, two weeks before the registration deadline without surcharge. After the reasonable accommodation has been approved, the candidate may make the payment electronically. They may also refer to the **Reasonable Accommodation Candidate** Information Bulletin on our e-page.

Test management

PCMAS will be administered on Saturday, March 13, 2021. Students who, for faith-based reasons, cannot be examined on Saturday, may be examined on Sunday, March 14, 2021.



PCMAS result report, March 2021 administration

Higher education institutions whose candidates participate in the administration of PCMAS in March 2021 and authorize them to share their results with their home institution will receive the corresponding results reports electronically. The following reports should be handled with the utmost discretion and confidentiality, not content for public discussion:

- **List of examiners:** Those examined on this list authorized the submission of their results to their institution of origin.
- **Institutional report:** This report is based on all candidates examined in PCMAS in that administration regardless of their graduation date.

Examiners will receive their individual result eight to ten weeks after the administration of March 13, 2021 by mail to the address they indicated in their registration.

Other issues

PCMAS Fee:

- PCMAS General: \$235.00
- Late registration fee: \$75.00 additional to the cost of the test (see the test schedule [on our https://latam.collegeboard.org](https://latam.collegeboard.org) website for registration dates)

Payment methods

Once the candidate has completed registration, they will be able to make the payment electronically on the platform with a credit card, through Paypal or at one of the authorized merchants before the deadline (you must carry the printed payment ticket).

Contact information

To clarify any questions, you can call our office at 787-772-1201, option 2, or visit our [website](https://latam.collegeboard.org) <https://latam.collegeboard.org>.

Matter	Contact	Phone	Email
Registration process for the candidate	Service center	787-772-1201 option 2	prolaa@collegeboard.org
Attendance at the university institution	Kiara Santana	787-753-4210	ksantana@collegeboard.org

Thank you for contributing to our mission to help teacher candidates achieve professional success.

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latam.collegeboard.org

SPANISH ORIGINAL DOCUMENT



MEMORANDO SOBRE LA PRUEBA PARA LA CERTIFICACIÓN DE MAESTROS (PCMAS)

20 de enero de 2021

A: Decanos de instituciones universitarias de Puerto Rico con programas de preparación de maestros

Eneris T. Pomales Torres

De: Eneris T. Pomales Torres
Directora de Administración de Pruebas

Asunto: Información sobre registro y administración para la PCMAS Administración 2021.

El College Board Puerto Rico y América Latina es la organización educativa sin fines de lucro que diseña, prepara y administra la PCMAS bajo la encomienda formal del Departamento de Educación de Puerto Rico (DEPR). Por lo tanto, y a fin de explicar el protocolo de inscripción y registro de rigor, incluimos la información relacionada con este proceso. Estas líneas servirán como orientación para informar a sus estudiantes sobre el registro y la administración de la PCMAS.

Como parte inicial del proceso de inscripción, hacemos entrega de las **Instrucciones para la inscripción electrónica de la PCMAS 2021**. Este año hemos modificado la configuración de los centros de examen para cumplir con el protocolo de seguridad de la salud que ha establecido nuestra oficina. Puede acceder [aquí](#) para conocer los detalles del protocolo que se llevará a cabo el día de la administración.

Materiales promocionales

Incluimos un afiche informativo sobre el proceso de registro que les ayudará a mantener informados a sus candidatos sobre los pormenores de la PCMAS que se ofrecerá el sábado 13 de marzo de 2021. Los estudiantes que requieran examinarse domingo por motivos religiosos se examinarán el 14 de marzo de 2021. Cabe recalcar que esta fecha está sujeta a

Información sobre la guía de estudio

Los candidatos pueden acceder e imprimir de forma gratuita la guía de estudio y la información sobre la prueba (es un documento PDF) en latam.collegeboard.org/pcmas.

Proceso de evaluación, orientación y registro

A continuación, enumeraremos los cuatro pasos que les guiarán en el proceso de evaluación, orientación y registro de los candidatos:

Paso #1: Orientar sobre los requisitos del DEPR. Todo candidato que vaya a tomar la PCMAS con el propósito de solicitar la certificación del DEPR **debe informarse sobre los requisitos específicos que en su caso le exigirá el DEPR** y sobre la prueba que debe tomar para completar su expediente de certificación. Para ello, consultará el Reglamento de Personal Docente, así como la Carta Circular 13- 2019- 2020 del 15 de noviembre de 2019.

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P.O. Box 71101, San Juan, PR 00936-8001

latam.collegeboard.org

Paso #2: Orientar sobre el proceso de inscripción. De acuerdo con la reglamentación vigente en el DEPR, deberá examinarse en la **PCMAS General** toda persona que desee obtener un certificado regular de maestro y que sea un candidato “bona fide” para ser certificado. Se considerará candidato “bona fide” a todo aquel que haya completado o espere poder completar, no más tarde del 31 de diciembre del año en curso, los requisitos necesarios para tener derecho a la certificación.

La institución universitaria en la que estudió puede aclarar las dudas del candidato y, sobre todo, debe establecer cuál prueba de la PCMAS General podrá y deberá tomar.

Paso #3: Registrar a los estudiantes en la plataforma de registro electrónica. La institución académica debe designar a un funcionario para evaluar al candidato y certificar que está capacitado y autorizado para tomar la prueba. Luego de la evaluación, el funcionario debe acceder a la plataforma de registro con el usuario y la contraseña provistos por el College Board para registrar al candidato. La dirección para acceder a la plataforma de registro es

<https://registro.collegeboard.org/account/login>. Se recomienda que la institución complete el proceso de evaluación y registro con suficiente antelación a la fecha límite de inscripción. Los candidatos completarán el registro utilizando el correo electrónico que recibirán una vez la institución los haya registrado.

Los candidatos que hayan completado su programa de preparación de maestros en una institución universitaria del extranjero, hace diez años o más o en una institución de educación superior que no existe, deberán comunicarse con la División de Certificaciones Docentes. En esta oficina lo registrarán en la plataforma electrónica.

Paso #4: Solicitar. Todo candidato debe completar y pagar su registro utilizando el enlace que recibirá por correo electrónico luego de que su institución lo haya registrado, pero antes de la fecha límite (ver tabla de fechas importantes).

Fechas importantes para la administración de la PCMAS				
Fecha de la prueba PCMAS General	Fecha de apertura del registro	Fecha límite para enviar documentos de acomodo razonable	Fecha límite para solicitar sin recargo	Fecha límite para solicitar inscripción tardía
Sábado, 13 de marzo de 2021	Jueves, 21 de enero de 2021	Viernes, 5 de febrero de 2021	Viernes, 12 de febrero de 2021	Viernes, 19 de febrero de 2021

Información sobre el acomodo razonable

Los candidatos que requieran examinarse con acomodo razonable deberán solicitarlo durante el proceso de registro en la plataforma electrónica y enviar el formulario de petición de acomodo razonable con la evidencia médica a miacomodo@collegeboard.org, dos semanas antes de la fecha límite de registro sin recargo. Luego de aprobado el acomodo razonable, el candidato podrá realizar el pago de forma electrónica. También pueden referirse al **Boletín de Información para Candidatos con Acomodo Razonable** que aparece en nuestra página electrónica.

Administración de pruebas

La PCMAS se administrará el sábado 13 de marzo de 2021. Los estudiantes que por razones de base de fe no puedan examinarse en sábado, podrán examinarse el domingo 14 de marzo de 2021.



Informe de resultado de la PCMAS, administración de marzo de 2021

Las instituciones de educación superior cuyos candidatos participan en la administración de la PCMAS en marzo de 2021 y autorizan a compartir sus resultados con su institución de procedencia recibirán los informes de resultados correspondientes electrónicamente. Los siguientes informes deben manejarse con la mayor discreción y confidencialidad, no es un contenido para discutirse públicamente:

- **Lista de examinados:** Los examinados que aparecen en esta lista autorizaron el envío de sus resultados a su institución de procedencia.
- **Informe institucional:** Este informe está basado en todos los candidatos examinados en la PCMAS en dicha administración independientemente de su fecha de graduación.

Los examinados recibirán su resultado individual de ocho a diez semanas luego de la administración del 13 de marzo de 2021 por correo postal a la dirección que indicaron en su registro.

Otros asuntos

Cuota PCMAS:

- PCMAS General: \$235.00
- Recargo por registro tardío: \$75.00 adicionales al costo de la prueba (ver el calendario de pruebas en nuestra página web <https://latam.collegeboard.org> para conocer las fechas de registro)

Métodos de pago

Una vez el candidato haya completado el registro, podrá realizar el pago de forma electrónica en la plataforma con una tarjeta de crédito, a través de Paypal o en uno de los comercios autorizados antes de la fecha límite (debe llevar el boleto de pago impreso).

Información de contactos

Para aclarar cualquier duda, puede llamar a nuestra oficina al 787-772-1201, opción 2, o visitar nuestra página web <https://latam.collegeboard.org>.

Asunto	Contacto	Teléfono	Correo electrónico
Proceso de registro para el candidato	Centro de servicio	787-772-1201 opción 2	prolaa@collegeboard.org
Asistencia a la institución universitaria	Kiara Santana	787-753-4210	ksantana@collegeboard.org

Gracias por contribuir con nuestra misión de ayudar a los candidatos a maestros a alcanzar el éxito profesional.

ADVANCE Program (17. List of PCMAS Test Taking/Passing for Educational leadership Active Students Year 2020), [17.-List-of-PCMAS-Test-Taking-or-Passing-for-Educational-leadership-Active-Students-Year-2020.pdf \(inter.edu\)](#)

List of PCMAS Test Taking/Passing for Educational leadership Active Students Year 2020

Only 3 (21 %) out of 14 active students in the Advance Program has taken and passed the PCMAS Battery test.

Estudiante	ID	PCMAS SÍ o No	Bachillerato en	Licencias otorgadas por el Departamento de Educación
ALBELO PAGAN YARITZA LEE	M00082287	Sí	Ciencias Generales	Maestra de Educación Secundaria (Ciencias)
ARROYO ACOSTA SOLMARIE	F00587440	Sí	Educación Especial	
ARROYO DE JESÚS, KAROLINE M.	F00475289	No	Educación Especial Sordos	Trabaja en Manos y Manitas
DELGADO DONES, MIRAYDA	F00603958		Educación Pre-Escolar y Primaria	
FERNANDEZ ROQUE DALIANNE	F00498320			Maestro de Educación en la Niñez Temprana; Nivel Elemental (K-3) Maestro de Educación Especial (K-12)
FERNANDEZ ROQUE RAUL I	M00558936	Sí		Maestro de Educación Secundaria (Química) (Ciencia General) (Ciencias Ambientales) (Ciencias Terrestres)
LUNA OSORIO ROSALYN	F00584628		Educación General	
MALDONADO ROBLES CHRISTIAN	F00157841			
MARTÍNEZ FIGUEROA, BRENDA M.	F00326428			
MARTINEZ ROMAN DIALY	G00462611			

Estudiante	ID	PCMAS SÍ o No	Bachillerato en	Licencias otorgadas por el Departamento de Educación
OQUENDO BELTRAN EVA L	F00584759			
PÉREZ ESTRADA, OLGA M.	F00602648			
RAMOS BENABE, JANETTE	F00199214			
RIOS CRUZ KAMALICH	F00203478			
SANTIAGO SALAMÉ, DENISSE	F00435864			
TORRES CRUZ KIMBERLY	M00487087			

Measure 7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels) 18. [18.-Employment-mileage-Results-narrative-for-UG-and-Advance-Year-2020.pdf \(interfajardo3.azurewebsites.net\)](https://interfajardo3.azurewebsites.net/18.-Employment-mileage-Results-narrative-for-UG-and-Advance-Year-2020.pdf) **Employment mileage Results narrative for UG and Advance Year 2020, 19.** [19.-Employment-Mileage-from-DEPR-for-the-2017-to-2020-UG-EPP-Graduates-employed-in-the-Public-System.pdf \(inter.edu\)](https://inter.edu/19.-Employment-Mileage-from-DEPR-for-the-2017-to-2020-UG-EPP-Graduates-employed-in-the-Public-System.pdf) **Summary of the UG TEP at Fajardo Campus Employment Mileage obtained from the DEPR, Human resources Offices.**

Inter-American University of Puerto Rico
 Fajardo Enclosure
 Department of Education and Social Sciences

Employment Mileage

UG EPP Employment Mileage of 2019 and 2020 TEP Graduates

Fajardo TEP is visiting the Private schools as part of the employment mileage protocol. The following table presents the professor in charge and the private schools they needed to verify the employment mileage of 2019 and 2020 graduates. The faculty once the graduates are identified, the Directors will fill or complete IP-12 R and ISP 16 instruments. This process was done from August to December 2020

**Private Schools to Visit for Employment Mileage
 INSTRUMENT: IP-12R AND ISP-16 was also administered
 (AUGUST TO DECEMBER 2020)**

Professor	School or School/Phone	Address
Dr. Migdalia Cardona (Luquillo)	Kelly’s School 787-399-4414	Carr. #3 Interior, Km. 32.2 Because. Mameyes I Luquillo, PR 00773
	CEDEPRECO I, II y III	Calle Fernández García #234

Professor	School or School/Phone	Address
	787-889-0219	Luquillo, PR 00773
	Grace Academy	Urb. Sea Breezes
	787-463-2343	2th #901, Suite 3
		Luquillo, PR 00773
	Esc. Camilo Valles Matienzo	Urb. Sea Breezes, 3rd Street
	787-889-0747	Luquillo, PR 00773
Prof. César Meléndez	Ceiba Township	
Prof. Luis F. Velázquez	787-885-2180	
(Ceiba and Naguabo)	Head Start Daguao	Carr. 31, Bo. White River
	787-863-6900	Naguabo, PR 00744
Note: Bring 2017-2020 lists to DEPR to certify the location of UIPR graduates, Fajardo Campus, in public schools.	Head Start Fito Ramos	
	Pasitos del Saber Educational Center	Carr. 31, Bo. Maizales
	787-533-1643	Cecilia Sector, Km. 4.4
		Naguabo, PR 00744
	Urdaneta College	Carr. 3, Bo. Machos, Km. 52.7
	787-885-6330	Ceiba, PR 00735
	Lighthouse Baptist Academy	Bo. Broken Drought
	787-885-3755	Carr. 3, Km. 57.2
		Ceiba, PR 00735
Prof. Lorell I. Rivera	Baptist Academy	Urb. Santa Isidra III
(Fajardo)	787-860-3310	AE-3 Street
		Fajardo, PR 00738
	Jandygil College	
	United Evangelical School	Federico García Street #205
	787-863-6180	Fajardo, PR 00738

Professor	School or School/Phone	Address
	Sonifel College 787-863-3553	Diego Zaldondo Street #312 Fajardo, PR 00738
	Santiago Apostle College 787-863-0524 787-860-6655	Carr. 987, Km. 0.7 (towards Las Croabas) Fajardo, PR 00738
	Head Start Fajardo	
Dr. Porfirio Montes (Rio Grande)	Canaan Christian Academy 787-887-1010	Las Dolores Community Carr. 3, Km. 22.1 Rio Grande, PR 00745
	East Adventist Regional Academy 787-887-3244 3Q	Bo. Juan González, Km. 26.2 Carr. State 3, Ramal 955 Rio Grande, PR 00745
	Casa Montessori del Verde 787-888-4116	Bo. Jiménez, Carr.186 Km. 24 Hm. 4 Rio Grande, PR 00745
	Colegio Nuestra Señora del Carmen 787-887-4099	Urb. Heights of Rio Grande Street #14 Rio Grande, PR 00745

Instructions:

1. Identify the graduates of the Campus from 2019 to 2020, on visits to assigned schools.

1. Give directors the **IP-12R instrument- Evaluation of the application of Instructional Skills of The TEP Graduate (CAEP 4.2) and the ISP-16- Employer Satisfaction Survey (CAEP 4.3).**
2. Each director will identify the TEP graduate they employed and will complete both instruments.
3. Place the school or school stamp on each instrument, if possible. If not place the school stamp in the Attendance Sheet that the faculty will provide to verify, they attended at the private school.
4. Complete the Attendance Sheet (signature, date, and school stamp).
5. Deliver completed instruments on Wednesday, September 30, 2020, to the Department of Education and Social Sciences.
6. The following documents evidence the employment mileage protocol:
Attendance sheet form private schools and the seal, official List of Graduates 2019 and 2020

RESULTS OF THE VISIT:

Fajardo TEP have visited 21 private schools and only 3 colleges had employed three graduates (30 % for Year 2019 and also 3 graduates (23%) for year 2020.

II: 19. Employment Mileage from DEPR for the 2017 to 2020 UG EPP Graduates employed in the Public System.

The Fajardo Campus also performed Employment mileage in the Public Schools for 2017 to 2020 graduates. Results were that in the 2017, Ten (10), one (1) 10% was employed in the public system. Regarding 2018 graduates (19), only 3 (16%) were employed in the public system. On the other hand, regarding 2019 graduates (10) only 2 (20%) were employed in the public system. Finally, in relation to 2020 graduates (13), none has been employed in the public system. This result for 2020 graduates, EPP understands that due to the present situation of COVID 19, there were not many vacancies in the public system.

Summary of the UG TEP at Fajardo Campus Employment Mileage obtained from the DEPR, Human resources Offices for graduates' years 2016 -17 to 2019-20

Years TEP Candidates graduated	Number of TEP graduates certified	Employed at the DEPR public System / %	Not employed at the DEPR Public System	Name of graduate, placement of work, specialty
2016-2017	10	1(10 %)	9 (90%)	1. José Rosa School: Edmundo del Valle-Rio Grande Specialty: English Elem.
2017-2018	19	3 (16%)	16 (84%)	1. Carmen Calzada School: Eugenio Brac- fajardo Specialty: Special Education 2. Rolando Marquez School: Agapito López, Humacao Specialty: English Elem 3. Xhaomi Torres School: German Rickehoff- Vieques Specialty: English Elem.
2018-2019	10	2 (20%)	8 (80%)	1. Stephanie Fred School: José Calzada Ferrer – Canovanas Specialty: English Elem.

2. Nahir Gonzalez

School: Camilo
Valles

Specialty: English
Elem.

2019-2020 13 0 0

III. Employment Mileage Educational leadership program year 2020

[20.-Advance-Employment-mileage-in-Educational-Leadership-Program-Year-2020-.pdf \(inter.edu\)](#) 20.
Advance Employment mileage in Educational Leadership Program

Employment Mileage for Educational Leadership Program Year 2020

The Educational leadership program performed the Employment Mileage research, and the results were as follows.

1. Seven (7- 75%) out of eight (8) Graduates are working. However, the result of the graduate degree has not helped the graduates to get a promotion.
2. Four (4- 50%) out of eight (8) graduates are working in the public system, two (2- 25%) graduates are working in the private school system, and finally two (2- 25%) graduates did not answer the telephone nor the program contacted the graduates.

The evidence of the milestones tracking can be seen in the following table:

ACADEMIC YEAR 2019-2020

Name	Id	SPECIALTY IN MASTER'S DEGREE	GRADUATION DATE	Works		HAS A SCHOOL PRINCIPAL LICENSE		School and position it occupies (Master Director or other position)
				Yes	No	Yes	No	
Carrion, Cindia	596012053	Educational Management and Leadership	June 2020	X			X	United Community Center Wisconsin, USA Pre-School Teacher
Flores Morales Itza	581577878	Educational Management and Leadership	June 2020	X			X	Santiago Iglesias Pantín School Ceiba, PR Math Teacher
Maldonado Hayes, Wendy	105702577	Educational Management and Leadership	June 2020	X			X	Cultural Exchange Association Palo Blanco Center, Carr. #95 Rio Grande, PR
Medina Escobar, Tamairys	597016877	Educational Management and Leadership	June 2020	X			X	Josefina Ferrero School Fajardo, PR Science Teacher - General
Ramos Figueroa, Luis	118804579	Educational Management and Leadership	June 2020	X			X	Private Company ---
Rivera Diaz, Jasmin	584211553	Educational Management and Leadership	June 2020	X			X	Head Start Program Humacao, PR Pre-School Teacher
Berdiel Rivera, Camile	596324767	Educational Management and Leadership	June 2020	X			X	Head Start Program Humacao, PR Pre-School Teacher
Vazquez Cruz, Maryan	596381841	Educational Management and Leadership	June 2020	X			X	Private Company ---

Note: The program called the graduates to verify employment mileage in Aug to Sept 2020

Measure 8. Student loan default rates and other consumer information (initial & advanced levels)

Fajardo Campus receives a total Cohort Default Rate which for Year 2020 is on 3.7. [21-FC-COHORT-DEFAULT-RATE-Report-SEPT-2020.pdf \(inter.edu\)](#) **21. FC Cohort Default Rate SEPT 2020**. This cohort is for both Initial and advance programs in the Fajardo Campus.

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202
September 2020

INTER AMERICAN UNIVERSITY OF
PUERTO RICO - FAJARDO CAMPUS
UNION STREET HIGHWAY 195
FAJARDO, PR 00738-7003

OPE ID:
FY 2017 Cohort Default Rate:

022828
3.7

SUBJECT: FISCAL YEAR 2017 OFFICIAL COHORT DEFAULT RATE

Dear President:

This letter serves as official notification of your school's fiscal year (FY) 2017 official cohort default rate (CDR) data. According to the Higher Education Act of 1965 (HEA), as amended, the Higher Education Reconciliation Act of 2005 (HERA), Pub.L.109-71 and the Department of Education's (Department) regulations, your school is not subject to any sanctions based on your school's FY 2017 CDR.

Schools with a cohort default rate of less than 15.0 percent for each of the three most recent fiscal years for which data are available, including eligible foreign schools, may disburse, in a single installment, loans that are made for one semester, one trimester, one quarter, or a four-month period. Such a school is also no longer required to delay the delivery or disbursement of the first disbursement of a loan for 30 days for first-time, first-year undergraduate borrowers. Once your school receives notice from the Department that your school's official CDR is 15.0 percent or greater, this benefit will end within 30 calendar days of the notification.

For schools that have one or more borrowers that entered into repayment during the FY 2017 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 Department's records indicate that all the loans included in the report entered into repayment during the FY 2017 period that includes October 1, 2016 through September 30, 2017 and defaulted by September 30, 2019.

After reviewing your official LRDR, your school has the opportunity to appeal and or adjust the underlying data included in your CDR. Schools must submit their Loan Servicing Appeal, Uncorrected Data Adjustment and New Data Adjustment requests using the electronic Cohort Default Rate Appeals system (eCDR Appeals). Specifically, the system allows schools to electronically submit these challenges and adjustment requests during the cohort default rate cycle. Likewise, data managers and Federal Student Aid (FSA) can electronically view and respond to the submitted challenges and adjustment requests accordingly. Due to COVID 19, schools are being asked to submit their Participation Rate Appeal, Economically Disadvantaged Appeal, and Erroneous Data Appeal via email to the Department to the email address provided below.

Please note that if a technical problem caused by the Department results in an inability to access the data, schools have five business days from the receipt of the eCDR notification package to notify Partner Eligibility and Oversight (PEO) services at the email address given below. All

4.1 Provider shares a direct link to the EPPs website where data relevant to each of the 8 Annual Reporting Measures are clearly tagged, explained, and displayed. Additional links will be provided only if data on any specific measure is not on the same webpage as the one already provided. The additional link should also lead to a page on the EPP's own website. No Links provided.

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below. What has the provider learned from reviewing its Annual Reporting Measures over the past three years? Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data? Are benchmarks available for comparison? Are measures widely shared? How? With whom?

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations *Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.*

CAEP: Areas for Improvement (ITP)

3 Candidate Quality, Recruitment, And Selectivity

The EPP provided limited evidence of a cohort average that meets or exceeds CAEP criteria and/or state alternative. (component 3.2)

The Fajardo Campus coordinates with the admissions office to verify that the admitted students to the EPP meets or exceeds CAEP criteria.

CAEP 3.2 3 Candidate Quality, Recruitment, And Selectivity

Advance Program

Fajardo Educational leadership Program has established the Admissions requirements for Graduate Program. Candidates need to approve the general admission criteria and the specific admission to the Educational leadership program as follows: ([22.-IAUPR-2019-2020-Graduate-Catalog-Admission-requisites-pages129-130.pdf \(inter.edu\)](#) 22. IAUPR 2019-2020 Graduate Catalog admission requisites, pages 129-130)

General admission requisites for a Master Program [admin-ajax.php \(inter.edu\)](#) Pages 129-130

1. Transcript of credits with degree conferred. (Own a high school from an accredited university.)
2. Have a minimum academic index of 2.50 in the last 60 academic credits.
3. Copy of social security card.
4. Pay \$31 fee.

5. Meet the admission criteria established by the Department or Program to which it is requested, previously approved by the Vice President of Academic, Student Affairs and Systemic Planning.

Specific Admission requirement for the Educational Leadership Program

1. Bachelor's Degree in education or a bachelor's degree and Teacher Certification or
2. A bachelor's degree, three credits in Teaching Methodology and six (6) additional credits in Education
3. Three (3) credits in statistics are also required.

Conclusions for the Admission Cohort Average at the Educational leadership Program years 2018 to 2020

The Educational leadership Program complies with the CAEP minimum criteria of 3.0 average cohort ranging from 3.31 to 3.52. The Graduates from any EPP Program in Puerto Rico graduates with an average of 3.0 or above in order to comply with the DEPR Graduation Requirements to meet the Teacher Certification Norm #8126. The IAUPR EPP Programs are aligned to this norm, therefore the Graduates from our institution or any other institution in Puerto Rico need to be aligned to the DEPR Graduation Norm in order to, meet teacher Certification requisites. As a result, the Educational Leadership Program meets the 3.0 average Norm. ([23.-3.2-Advance-Leadership-Admission-Cohort-2018-to-2020.pdf \(inter.edu\)](#) 23.Educational Leadership Admission cohorts 2018 to 2020)

The following tables presents the **Educational leadership Admission Cohort Average for years 2018 to 2020.**

Educational leadership Admission Cohort Average for year 2020.

Educational leadership Admission Cohort average for year 2020							
<i>STUDENT NAME AND NUMBER</i>	CONCENTRATION	Month and date of admission to the Leadership Program	AVERAGE at the BA Level, at the time of admission	UNIVERSITY OF Origin for the BA	3 credit in methodology in education	3 credits in statistics	6 education credits
<i>TORRES CRUZ KIMBERLY M00487087</i>	K-3 EDUCATION	Feb. 20 20-33	3.41	INTER-AMERICAN UNIVERSITY	X	X	X

FERNANDEZ RAUL M00558936Q	Chemistry	Feb. 2020 20-33	3.48	UPR CAYEY	In progress	X	X
ALVIRA MALDONADO ELIZABETH F00085471	ELEMENTARY EDUCATION	AUGUST 2020 21-13	3.60	INTER- AMERICAN UNIVERSITY	X	x	x
ARROYO DE JESUS KAROLINE F00475289	Education	AUGUST 2020 21-13	3.50	INTER- AMERICAN UNIVERSITY	X	X	X
MARTINEZ FIGUEROA BRENDA F00326628	SPECIAL EDUCATION	AUGUST 2020 21-13	3.42	UPR HUMACO	X	X	X
PEREZ ESTRADA OLGA F00602648	SOCIAL WORK	AUGUST 2020 21-13	3.19	ANA G MENDEZ	In progress	X	X
RIVERA SANTIAGO KAISHLEY F00547909	K3 EDUCATION	AUGUST 2020 21-13	3.92	INTER- AMERICAN UNIVERSITY	X	X	X
SANTIAGO SALAMA DENISSE F00435864	SPECIAL EDUCATION	AUGUST 2020 21-13	3.71	UPR RIO PIEDRAS	X	X	X
2020 Admission Cohort average			3.52				

Educational leadership Admission Cohort Average for year 2019

2019 Admission Cohort average for Leadership Program							
<i>STUDENT NAME AND NUMBER</i>	CONCENTRATION	Month and date of admission to the Leadership Program	AVERAGE at the time of admission	UNIVERSITY OF Origin for the BA	3 credits in methodology in education	3 credits in statistics	6 credits in education
<i>RAMOS BENABE JANETTE F00199214</i>	K-3 EDUCATION	Aug- 2019 20-13	3.05	University Interamerican	X	X	X
<i>RIOS CRUZ KAMALICH F00203478</i>	K-3 EDUCATION	Nov. 2019 20-23	3.11	University Interamerican	X	X	X
<i>LUNA OSORIO ROSALYNF005984628</i>	Education	Aug. 2019 20-13	3.41	SAGRADO CORAZON	X	X	X
<i>LBELO PAY YARITZA M00082287</i>	Education	Nov. 2019 20-23	3.5	SAGRADO CORAZON	X	X	X
<i>ARROYO ACOSTA SOMARIE F00587440</i>	SPECIAL EDUCATION	Nov. 2019 20-23	3.92	UPR CAYEY	X	X	X
<i>CARRION CINDIA F00500951</i>	PRESCHOOL EDUCATION	Feb. 2019 19-33	3.34	INTER-AMERICAN UNIVERSITY	X	X	X
2019 Admission Cohort average			3.38				

Educational leadership Admission Cohort Average for year 2018.

Educational leadership Admission Cohort average for years 2018							
STUDENT NAME AND NUMBER	CONCENTRATION	Month and date of admission to the Leadership Program	AVERAGE at the time of admission	UNIVERSITY OF Origin BACCALAUREATE	3 credits in methodology in education	3 credits in statistics	6 credits in education
<i>LEONDELYN'S RANDEZ F00364664</i>	ELEMENTARY EDUCATION	Aug. 2018 19-13	3.25	UPR HUMACAO	X	X	X
<i>MALDONADO ROBLES CHIRSIAN F00157841</i>	Accounting	Aug. 2018 19-13	3.24	INTER-AMERICAN UNIVERSITY	X	X	X
<i>MARTINEZ ROMAN DIALY G00462611</i>	ELEMENTARY EDUCATION	Nov.2018 19-23	2.89	UNIVERSITY OF TURABO	X	X	X
<i>RIVERA DIAZ JAZMIN F00571416</i>	Accounting	Nov.2018 19-23	3.86	UPR HUMAC	In progress	X	X
2018 Admission Cohort average			3.31				

3.2 Admission Cohort TEP UG for Year 2019-2020

The FC TEP for Year 2020 admitted 20 students to the TEP, where the average cohort was 3.15 admitted to the Campus and to the TEP as Provisional status. The TEP complies with the CAEP minimum criteria of 3.0 average cohort. Also, as part of the admission requirement, candidates must have an admission Index of 800 points or more and 100% of the admitted had more than 800 points. [24.-3.2-Total-admitted-and-enrolled-Cohort-to-FC-TEP-year-2019-20.pdf \(inter.edu\)](#) **24. Total Admitted and Enrolled Students in Teacher Education Programs Fall 2019-20**

(Admission Cohort UG TEP year 2020)

**Inter American University of Puerto Rico
Total Admitted and
Enrolled Students in
Teacher Education
programs
Fajardo Campus
Fall 2019-20**

			Actually Enrolled				TOTAL			
			Male		Female		Count		Mean	
			Count	Mean	Count	Mean				
Admission	Undergraduate	BA in Special Education (136)					1	1,073		

Index

BA in Sec. Educ: Teaching of Biology (174)	1	1,194			1	1,194
BA in Elementary Educ: Teach English as Second Language (206)						
BA in Teach Elementary Primary Level K-3 (236)			1	1,164	3	1,052
BA in Teach Elementary Level 4-6 (237)			1	989	1	989
BA in Early Childhood: Pre- School Level (243)	1	920	3	1,162	5	1,079
Total	2	1,057	5	1,128	11	1,073

		Total	4	3.44	16	2.86	20	3.15
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Sources: "sol2010T del 1 29
2020.sav", "Incompletas Recruit
Fajardo Fall 2020.sav". Production
date: 12/02/2020. N = 46.

5.1

CAEP: Areas for Improvement (ITP)

5 Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence that the quality assurance system supports data-driven change specific to the campus. (component 5.1)

Standard 5

The TEP has a process to ensure the hiring of qualified faculty when needed according to the IAUPR hiring Norm. In general, TEP full-time Faculty have lower overload credits than the full-time Faculty in Fajardo Campus, 77.14% vs 68.26% (data of Campus includes TEP's, and includes course loads, non-traditional courses such as courses by arrangements or independent studies, among others workload). The TEP accomplished the overwork load regulation in the Faculty Handbook. It is necessary to continue the efforts to minimize out-of-field working assignments of full-time faculty, and the severe work overload of Faculty.

TEP at the Fajardo Campus has a functional mechanism, established by the IAUPR as an institution, for teaching faculty to collaborate to provide feedback and input on the candidate learning, the assessment system, program features, operations, and priorities. TEP has a data system to collect and store information relevant to CAEP's eight annual outcome measures and CAEP's Standards. TEP has a functioning process for publicly sharing outcomes and trends (updated annually) for the 8 annual measures. Also, the data obtained from the measures are discussed with faculty clinical educators, cooperators, and Directors. The instruments that the EPP uses in the UG level are aligned with CAEP Standards and DEPR professional Competencies.

The EPP Educational Leadership advance Program had review the Advance Instruments ensuring quality review in relation to the Advance Standards. The program revised the following Instruments assuring that the instruments were aligned to CAEP advance standards and DEPR Professional Competencies of a School Director. ([25.-Alignment-of-Advanced-Instruments-and-their-premises-to-CAEP-Standards.pdf \(inter.edu\)](#) 25. Alignment of Advanced Instruments and their premises to CAEP Standards)

- A01-Director- Mentor Instrument in the Educational leadership practice Instrument
- A02 Professor- Supervisor Instrument in the Educational leadership practice Instrument
- A03 Rubric used in the EDU 5111, 697D and 6931 Courses for research/Skills.
- A04 Disposition, Professional skills, Ethic codes and professional Behavior Instrument in the Educational Leadership Practice
- A05 Rubrics in the EDU 6001 for Evaluating Fiscal Budget in a Project
- A06 Design and elaborate proposal in a school for finance resources in a Project
- A07 Employer Satisfaction of the Educational leadership Graduate
- A08 Graduate Satisfaction from the Educational leadership program

This revision was made between January 2020 to November 2020. It has taken some time due to the present situation of the Corona Virus in Puerto Rico. The program also performed the content validation of the instruments from December 2020 to January 2021. Data of the

validation will be presented in the next Annual Report. Once the validation is s over, the instruments will be revised and utilized as a Pilot administration. The revisions were related to a modification of the evaluation scale and specific premises that are aligned to CAEP A 1.1 and A 1.2. On the other hand, the Instruments will be used as a Pilot instruments starting March 2021. The Program has established a protocol as a quality assurance system to start using data for continuous improvement of the program.

Also, starting 2019-20, the Educational Leadership program is undergoing into an institutional curricular review of the programs as evidence of quality assurance system data-driven change specific program as an institution that offers the specialty in the FC campus. to the campus according to the **Guidelines** for Curriculum Development at the Inter American University of Puerto Rico ([26. Preparación de Propuestas de Creación y de Revisión de Programas Académicos \(inter.edu\)](#) 26. Guidelines for Curriculum Development IAPR Feb 2016, English Version Dec 2019 and the [27. Preparación de Propuestas de Creación y de Revisión de Programas Académicos \(inter.edu\)](#) 27. Guidelines for the Review of Single and Shared Academic Programs Feb2018_English version Dec2019

The TEP as EPP 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 Data presented for this continuous improvement data is: The Working plan of the Institutional Educational Committee Review, the Agendas of the meetings, minutes and a resolution that will be presented to the other EPP's faculty to be approved and, once this process of approval occurs, then this resolution goes to the IAUPR Executive Senate to be approved. This revision is occurring and the EPP is presenting evidence of the continuous improvement process of the program. ([28-Evidence-of-institutional-Educational-leadership-Intitutional-Revision-Committee-tasksand-revision.pdf \(inter.edu\)](#) 28. Evidence of IAUPR Educational Leadership Institutional Revision Committee Tasks and curricular changes in the program)

EPP UG IAUPR programs uses data from the measures performed to improve the quality of the instruction or modify existing syllabus depending on the results obtained in the measures utilized. According to the [26. IAUPR Guidelines For Curriculum Development At The Inter American University of Puerto Rico,](#) and the [27. Guidelines for the Review of Single and Shared Academic Programs Feb2018_English version Dec2019](#) . In this case, the IAUPR is presently modifying the EPP Programs as explained before. The FC EPP is providing evidence data from the participation of the FC Faculty in two institutional revisions Committee in the in the IAUPR EPP Curricular revisions Committees. Each Faculty has a task established by the Committee and must evidence any modifications changes according to the new state regulations for the Teacher Education in Puerto Rico. The changes that the committee decides must be published to each EPP in the system and need to be approved to make the curriculum modification/changes if any. ([29.-Medullar-AREA-Courses-at-the-IAUPR-Institutional-Revision-Comittee-Evidences-in-Blackboard-Course-CCIPC1920.pdf \(inter.edu\)](#) 29. Medullar AREA Courses from the IAUPR Institutional Revision Committee Evidences in Blackboard Course CCIPC1920), [30.-Evidence-of-IAUPR-Secondary-Biology-Institutional-Revision-Committee-tasks.pdf \(inter.edu\)](#) 30. Evidence of IAUPR Secondary Biology Institutional Revision Committee tasks) .

Also, the Fajardo EPP is providing evidence of Agendas and attendance sheet evidence of departmental meetings related to continuous improvement related to CAEP data and measures. [31.-ATTENDANCE-SHEET-Departamental-meetings-CAEP-2019-2021-Continuous-Improvement.pdf \(inter.edu\)](#) 31. ATTENDANCE SHEET Departmental meetings- CAEP 2019-2021- Continuous Improvement, [32.-Evidence-of-Agendas-of-Departamental-meetings-held-Continuous-Improvement-2019-2020.pdf \(inter.edu\)](#) 32. Evidence of Agendas of Departmental meetings held- Continuous Improvement 2019-2020

Evidence of Continuous Improvement activities from the Dean of Studies at the FC January 2020 to December 2020 ([33.-Evidence-of-Continuous-Improvement-activities-from-the-Dean-of-Studies-at-the-FC-Jan-2020-to-DEC-2020-.pdf \(inter.edu\)](#) 33. Evidence of Continuous Improvement activities from the Dean of Studies at the FC Jan 2020 to DEC 2020)

The dean of studies offered 17 continuous improvement trainings/meetings to part time and full-time faculty in the FC, including the TEP Faculty. These trainings are a result of a needs assessments from the Academic Departments, and actual or current COVID situation in Puerto Rico. Therefore, the FC is executing a continuous improvement training to assure positive changes in the teaching strategies and effectiveness according to the present situation of the State. For the year 2020 (Jan to Dec 2020) the FC have offered the following continuous improvements trainings. The FC also is evidencing the Agendas of the trainings. Training is related to creation of the virtual classrooms using different programs such as: Teams, one Note, RPNOW, Collaborate Ultra, Zoom, Remote learning, Collaborative learning, assessment. These trainings are modifying the regular presential classrooms and the faculty needs to modify the teaching strategies in their programs.

Section 6. Continuous Improvement CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to

three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

The following thoughts are relevant for advanced-level programs

How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement because of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The EPP advance program regularly and systematically assess the performance of the candidates against its goals in the UG and at present starting 2021 the Advance Educational leadership program made an alignment of Advanced Instruments administration Protocol where each instrument has: purpose, objectives, person in charge, scale to use in the instrument. [34.- Alignment-of-Advanced-Instruments-administration-Protocol-and-premises-of-each-instrument-aligned-to-CAEP-Standards-.pdf \(inter.edu\)](#) The Program has looked for feedback from clinical educators, school directors, university supervisors and candidates in relation to the instruments as a quality control of the process and the instruments (Content Validation). The Changes performed by the advance program as a result of the revision was the incorporation of premises related to and Participate in Collaborative Activities- Premises 40-46 and Application of Knowledge/Thinking Skills to Improve/Learning K-12 and CCR Skills- Premises 47-50 in 01, 02, 07 and 08 Instruments. Progress and results of the administration of the instruments are tracked each semester and analyze the data to know if the program is developing the professional competencies evaluated and therefore complies with CAEP standards.

For the UG Program, the EPP uses measures for STD 1, 2 and 4. These instruments have the protocol administration, persons in charge of the administration, purposes of the instruments and, they are aligned to CAEP Standards and DEPR Professional Standards. [35.-PROTOCOL-OF-THE-ADMINISTRATION-OF-EPP-INSTRUMENTS-EVERY-ACADEMIC-SEMESTER-CAEP.pdf \(inter.edu\)](#) performed The Validation data for the Advance Program Instruments will not be available until August 2021. These instruments will provide data to assess EPP effectiveness in developing professional competencies and dispositions and ability to increase learning in K-12 students. Progress and results of the administration of the instruments are tracked, once the statistician offers the results, are discussed with the EPP faculty. The

information that the instruments offer, provides an insight of the strengths and limitations of the candidates/graduates. The EPP analyzes the data and discusses the results to the faculty to examine changes if necessary, to increase the effectiveness in the candidate if necessary. If there is a need to make any changes in the instruction, content of the courses, depending on the results of the administration of the instruments, the EPP understands that any changes that is done will be an improvement for the performance or demonstration of mastery of the EPP candidates. Progress and results are tracked each semester, and at the end of the academic year, the EPP has data that uses against the goals established in each instrument, progress, and weaknesses encountered in either candidates (STD 1, STD 2, A1) and also graduates (STD 4). If, there is a change in the protocol or instruments, EPP evaluates the degree of the changes each academic year, and establishes changes either in the EPP courses, emphasis in the content to be targeted or emphasis of revising the structure of the program, by institutionally revising the EPP Specializations according to the State (DEPR) teaching regulations.

The following questions were created based on sufficiency criteria for Standard 5, Component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The EPP Educational Leadership advance Program had review the Advance Instruments ensuring quality review in relation to the Advance Standards:

- A01 Director-Mentor Instrument in the Educational leadership practice Instrument
- A02 Professor-Supervisor Instrument in the Educational leadership practice Instrument
- A03 Rubric used in the EDU 5111, 697D and 6931 Courses for research / Skills.
- A04 Disposition, Professional skills, Ethic codes and professional Behavior Instrument in the Educational Leadership Practice
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This revision was made between January 2020 to November 2020. It has taken some time due to the present situation of the Corona Virus in Puerto Rico. The program also performed the content validation of the instruments from December 2020 to January 2021. Data of the

validation will be presented in the next Annual Report. Once the validation is over, the instruments will be revised and utilized as a Pilot administration. The revisions were related to a modification of the evaluation scale and specific premises that are aligned to CAEP A 1.1 and A 1.2. On the other hand, the Instruments will be used as a Pilot instruments starting March 2021. The Program has established a protocol as a quality assurance system to start using data for continuous improvement of the program. Also, starting 2019-20, the Educational Leadership program is undergoing into an institutional curricular review of the program. Data presented for this continuous improvement is: The Working plan of the Institutional Educational Committee Review, the Agendas of the meetings, minutes and a resolution that will be presented to the other EPP's faculty to be approved and, once this process of approval occurs, then this resolution goes to the IAUPR Executive Senate to be approved. This revision is occurring and the EPP is presenting evidence of the continuous improvement process of the program. [28.-Evidence-of-institutional-Educational-leadership-Intitutional-Revision-Committee-tasksand-revision.pdf \(inter.edu\)](#).

The provider uses data from the measures performed to improve the quality of the instruction or modify existing syllabus depending on the results obtained in the measures utilized. In this case, the IAUPR is presently modifying the EPP Programs as explained before. In the UG Specializations, results of the measures specially in the clinical practice course, offers insight of the effectiveness of the program in developing professional competencies for K-12 learning and effective teaching.

The EPP documents through a protocol administration of the CAEP instruments, how data is retrieved through the different instruments at the UG and Advance Level. [34.-Alignment-of-Advanced-Instruments-administration-Protocol-and-premises-of-each-instrument-aligned-to-CAEP-Standards-.pdf \(inter.edu\)](#) and [35.-PROTOCOL-OF-THE-ADMINISTRATION-OF-EPP-INSTRUMENTS-EVERY-ACADEMIC-SEMESTER-CAEP.pdf \(inter.edu\)](#). This is a systematic ongoing process each semester and on systematic assessment of performance including person in charge of the administration and purpose of each instrument. The results of the areas or competencies data give the program data of effectiveness of the developing of professional competencies and dispositions. The premises of the instruments are aligned to CAEP Standards in both Program instruments. Each year the program contracts a statistician to provide the data from the instruments according to the alignment of the CAEP Standards. Once the results are provided to the EPP, they are discussed with the faculty to search for strengths and weaknesses according to the instrument and professional competencies measures. In case of the clinical practice the results are also discussed with the cooperator teachers utilized in the program, university supervisors, faculty and the directors.

How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?

The provider documents specific criteria and protocol to use for STD 3 in relation to candidate progress and completion through the academic progress process to the EPP (initial and advance) the progress of the candidates once they are admitted to the TEP. [admin-ajax.php \(inter.edu\)](#) pages 215 to 216, [36.-Standard-3-Satisfactory-Academic-Progress-Requirements-for-](#)

[the-TEP.pdf \(inter.edu\)](#). To remain in the Teacher Education Program, students must comply with the Satisfactory Academic Progress Norm established according to the number of credits approved. This process is performed once a year by the IAUPR, send the information to the EPP. The EPP has a protocol to analyze the data according to the specializations and the Faculty in charge of the specialization, must send a letter informing of the status of the satisfactory progress report. Copies of these letters are kept in the active candidates records that the faculty has depending on the specialization in charge. [37.-Copy-of-letters-sent-to-EPP-candidates-for-the-evaluation-of-academic-satisfactory-progress-.pdf \(inter.edu\)](#), [38-Letters-sent-to-EPP-candidates-Satisfactory-Progress.pdf \(inter.edu\)](#). In the advance program, there is a IAUPR protocol in relation to progress and completion established and in motion. [admin-ajax.php \(inter.edu\)](#) Pages 55-60, [39.-STD-3--Advance-Programs-Satisfactory-Academic-Progress-Requirements-.pdf \(inter.edu\)](#).