

4.4 Graduate satisfaction of the TEP using the EGRE.S 15 Instrument

The satisfaction survey EGRE . S. 15 (7 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 7 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 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 7 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 |
| Content | The activities of the courses promoted reflection and analysis skills regarding the relevance of what was learned for use in my professional life, in the classroom and staff. | C2 |
| Content | The curricular contents (knowledge and skills) fulfilled the expectation of developing the fundamental contents of specialty and school level. | C3 |
| Content | The courses taken were useful for my personal and professional training. | C4 |
| Content | The courses prepared me to use various strategies and activities to promote student learning. | C5 |
| Content | The learning experiences enabled me to develop the ability to write tests that challenge the different levels of thinking in tune with the strengths and needs of the students. | C6 |

| Areas Evaluated | Premises | Codes |
|--|--|-------|
| Content | The courses enable me to develop various assessment and measurement instruments that are consistent with the objectives and content of the subject I teach. | C7 |
| Knowledge and skills in instruction and pedagogy | The courses of my specialty taken prepared me to design and plan my classes so that I can demonstrate systematization in the development of concepts and cognitive, affective and psychomotor skills. | 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 |
| 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 6 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.