



UNIVERSITY INTERAMERICANA DE PUERTO RICO
FAJARDO ENCLOSURE
DEPARTMENT OF EDUCATION AND SOCIAL SCIENCES

IMPACT OF PEM GRADUATE ON THE DEVELOPMENT AND LEARNING OF YOUR PK-12 STUDENTS, Sor Instruction and YOUR SATISFACTION WITH THE RELEVANCE OF YOUR ACADEMIC PREPARATION

(PLEASE FILL IN PRINT)

Graduate Name: Mara S. Morazzoni Scarano		Student Number: F00418917	Email Address: mara.morazonni@colegiosonifel.org
School Name: Colegio Sonifel		School Address: #312 Diego Zaldondo St. Fajardo, P.R. 00738	Director's Name: Ivelisse Dávila
School Year: <input type="checkbox"/> August to December 2021 <input type="checkbox"/> January to May 20_____	Specialty: English as a Second Language (K-6 th)	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Private	Level: <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary

EVALUATION OF THE ACADEMIC PROJECT

The purpose of this academic project is to measure the level and depth of the impact of the Teacher Education Program graduate, on the learning of the student population in his or her care.

Instructions:

The project must be carried out through the research methodology in action. It will be done from two phases. The first phase will cover the action plan. The second phase will include the selected action or strategy and present the achievements achieved. This project will provide data on the impact of a graduate of the Fajardo Campus Education Program on learning and development in their students, impact of instruction and will also provide information on the satisfaction of graduates of their professional preparation. The following are the parts that the final document should contain.

Phase I. The graduate must:

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

Phase II. The graduate must:

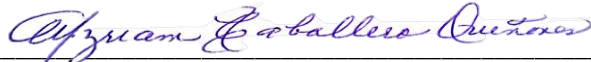
1. Manage and grade the pre-test and post-test, practice exercises and corresponding appraisals to demonstrate whether there was learning and improvement in the skills development of your students.
2. Make three (3) reflections like your students, to express your expectations in the middle and end (fulfillment of expectations) of the project.
3. Collect the data scientifically, as taught in the Course of Classroom Research (EDUC 4012) and Assessment and Assessment (EDUC 4011) and applying the knowledge acquired according to your specialty.
4. Tabulate the data (qualifications, averages, standard deviation and the forms corresponding to the appraisals, pre-test and post-test) and analyze them in narrative form.
5. Present the results(post-test) to reach logical and consistent conclusions about the research carried out. The analysis should include the aspects that were effective and those that need to be improved. Suggest future classroom research.
6. Submit the Final Report with all the evidence listed above and give the teacher or university in charge of the project, who in turn will proceed to collect and analyze the data regarding the teacher's impact on learning his students in charge.
7. Include in the Final Report with evidence such as pre- and post-test results, tabulation exams, and other activities aimed at evaluating the performance of your students, student and teacher reflection sheets, photos, and other documents that the teacher understands is necessary to demonstrate learning.

The evaluation of the academic project will be carried out from the phases of the academic project. For such purposes, a three-entry rubric will be used where 1 is unacceptable and 3 is very acceptable. For DOMAIN purposes acceptable to the EMP, the score of 2 or more indicates ACCEPTABLE DOMAIN of competencies on each premise of the INSTRUMENT.

Graduate Name: Mara S. Morazzoni Scarano			Student Number: F00418917		Email Address: mara.morazzoni@colegiosonifel.org	
TAG TO CAEP	TAG TO INTASC	TAG TO PR STANDARDS	PREMISES	VERY ACCEPTABLE 3	ACCEPTABLE 2	UNACCEPTABLE 1
A. Phase I						
1.1, 1.2	4	10	1. The work features a cover and table of contents.	The cover and table of contents is complete. <input checked="" type="radio"/>	The cover and table of contents is incomplete. <input type="radio"/>	He did not submit the cover and table of contents. <input type="radio"/>
1.1, 1.2	4	10	2. Perform or an introduction to the project that identifies the skills your students needed to develop or fine-tune.	Make or introduce the project that identifies the skills your students needed to develop or fully refine. <input checked="" type="radio"/>	Make or introduce the project that identifies the skills your students needed to develop or fine-tune incompletely. <input type="radio"/>	The introduction of the project does not identify the skills that your students needed to develop or fine-tune. <input type="radio"/>
1.1, 1.2	4	10	3. identify and describe the population.	I identify and describe the population completely. <input checked="" type="radio"/>	I identify and describe the population incompletely. <input type="radio"/>	do not identify or describe the impacted population. <input type="radio"/>
1.1, 1.2	4	10	4. clearly justify and establish the reasons why the project is warranted to be carried out.	I justify or clearly state without assistance the reasons why the project is warranted to be carried out. <input checked="" type="radio"/>	I justify or establish the reasons with minimal help why the project is warranted to be carried out. <input type="radio"/>	do not justify or establish the reasons why the project is warranted to be carried out. <input type="radio"/>
1.1, 1.2	4	10	5. conduct a recent literature review, regarding the skill on which the project focuses.	Conduct or review recent literature, regarding the skill on which the project focuses unassisted helplessly. <input type="radio"/>	conduct a review of recent literature, regarding the skill on which the project focuses with minimal help. <input checked="" type="radio"/>	do not conduct a review of recent literature, regarding the skill on which the project focuses. <input type="radio"/>
1.2	4, 3	1,3	6. develop the project action plan and design activities aimed at improving the performance of its students.	Develop project action plan and design activities aimed at improving the performance of your students without help. <input checked="" type="radio"/>	develop the project action plan and design activities aimed at improving the performance of its students with minimal help. <input type="radio"/>	develop the project action plan and design activities aimed at improving the performance of its students with great help. <input type="radio"/>

TAG TO CAEP			TAG TO INTASC	TAG TO PR STANDARDS	PREMISES	VERY ACCEPTABLE 3	ACCEPTABLE 2	UNACCEPTABLE 1	
Graduate Name: Mara S. Morazzoni Scarano					Student Number: F00418917		Email Address: mara.morazonni@colegiosonifel.org		
B. Phase II									
1.2	6	6	7. Manage or rate the pre-test and post-test, practice exercises and corresponding appraisals to demonstrate learning mastery in the development of skills.	I manage and rate the pre-test and post-test, practice exercises and corresponding appraisals to demonstrate learning mastery in the development of skills without help.	Manage or and qualify or pre-test and post-test, practice exercises and corresponding appraisals to demonstrate learning mastery in the development of skills with minimal help.	Manage or and qualify or pre-test and post-test practice exercises and corresponding appraisals to demonstrate learning mastery in skill development with great help.	<input checked="" type="radio"/>	<input type="radio"/>	
1.2	6	6	8. Collect data in a scientific way, as taught in the course of Classroom Research (EDUC 4012) and evaluation and assessment (EDUC 4011).	Collect or data scientifically, as taught in the Course of Research in the Classroom (EDUC4012) and evaluation and evaluation (EDUC 4011) without assistance.	I collect the data scientifically, as taught in the Investi-training course in the Classroom (EDUC 4012) and evaluate and evaluate (EDUC 4011) with minimal help.	Collect or data scientifically, as taught in the Course of Classroom Research (EDUC 4012) and Assessment and Assessment (EDUC4011)with great help.	<input checked="" type="radio"/>	<input type="radio"/>	
1.1	4	8,10	9. Presents the reflections (at the beginning, in the middle and end) of your students and yours on the effect of the project (meeting expectations).	Presents the reflections (at the beginning, in the middle and at the end) of your students and yours on the effect of the project (meeting expectations) completely.	Presents the reflections (at the beginning, in the middle and end) of your students and yours on the effect of the project (fulfillment with expectations) incompletely.	I do not comment on the reflections (at the beginning, in the middle and at the end) of your students and yours on the effect of the project (meeting expectations).	<input checked="" type="radio"/>	<input type="radio"/>	
1.1	6	6	10. Tabulates the data (qualifications, averages, standard deviation and the forms corresponding to the appraisals, pre-test and post-test) and analyze them in a narrative way.	Tabulates the data (qualifications, averages, standard deviation and the forms corresponding to the appraisals, pre-test and post-test) and analyze them narratively unaided.	Tabulates the data (qualifications, averages, standard deviation and the forms corresponding to the appraisals, pre-test and post-test) and analyze them narratively with minimal help.	Tabulates the data (qualifications, averages, standard deviation and the forms corresponding to the appraisals, pre-test and post-test) and analyze them narratively with great help.	<input checked="" type="radio"/>	<input type="radio"/>	

Graduate Name: Mara S. Morazzoni Scarano			Student Number: F00418917		Email Address: mara.morazonni@colegiosonifel.org	
TAG TO CAEP	TAG TO INTASC	TAG TO PR STANDARDS	PREMISES	<i>VERY ACCEPTABLE</i> 3	<i>ACCEPTABLE</i> 2	<i>UNACCEPTABLE</i> 1
1.1	6	6	11. Analyzed the results of the project to reach logical and coherent conclusions on research; conducts and presents the results and their conclusions clearly and accurately.	Analyzed the results of the project to reach logical and consistent conclusions about research; conducts and presents the results and their conclusions clearly and accurately without assistance. <input type="radio"/>	Analyzed the results of the project to reach logical and consistent conclusions about research; performs and presents the results and their conclusions clearly and accurately with minimal help. <input checked="" type="radio"/>	Analyzed the results of the project to reach logical and coherent conclusions on investigation; performs and presents the results and their conclusions clearly and accurately with great help. <input type="radio"/>
1.1 1.2	1	6 and 8	12. Submitted a final project report with all of the above sections and suggest future classroom research.	Presented a final project report with all sections in full. <input type="radio"/>	Presented a final project report with some of the all of the above sections and suggest future research-classroom investigations. <input checked="" type="radio"/>	Does not comment on a full final report of the project with the above-mentioned sections and future suggested research. <input type="radio"/>
1.1	1	6 and 8	13. Include or evidence such as attendance sheets, agendas, activity evaluations, photos and other documents.	Includes all evidence such as attendance sheets, agendas, activity evaluations, photos and other documents. <input type="radio"/>	Includes some of the evidence such as attendance sheets, agendas, activity evaluations, photos and other documents. <input checked="" type="radio"/>	Does not include or evidence such as attendance sheets, agendas, activity evaluations, photos and other documents. <input type="radio"/>

Average Score 90%


Signature of Researcher

Feb. 26, 2021
Date

SUMMARY OF TOTALS		
Category	MAXIMUM SCORE	ASSIGNED SCORE
Phase I	18	17
Phase II	21	18
Total Score	39	<u>35</u> out of 39 Mean for CAEP = 3.25 out of 4.0. minimum mean for mastery is 3.0.