

**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, 2021**

**Teacher: Luis F. Ribot Medina  
English Specialist (k-6<sup>th</sup>)**

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

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Appendix-(A-H)

- A. 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

## **Introduction and Background**

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

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

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

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

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

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

The Department of Education of Puerto Rico (PRDE) developed the Professional Standards for Teachers of Puerto Rico (2008). These standards represent the best aspirations of a country on its teaching class, which are the following:

Standard 1: Knowledge of the subject

Standard 2: Pedagogical knowledge

Standard 3: Instructional strategies

Standard 4: Learning environments

Standard 5: Diversity and special needs

Standard 6: Evaluation and "assessment"

Standard 7: Integration of technology

Standard 8: Communication and language

Standard 9: Family and community

Standard 10: Information management

Standard 11: Professional development

From this perspective, one of the priorities of the education system is to train, certify, recruit and maintain highly qualified teachers in schools. These standards aim to establish the criteria of excellence for teachers regardless of the area of expertise and to serve as a guide to the Teacher Education Programs, indicating the profile of the educator that Puerto Rico aspires to have. This profile is divided into three dimensions: 1. What teachers should know, 2. The dispositions and values to which they are committed, and 3. What they should be able to perform to be effective teachers in the classroom. In synthesis, the task of educational formation is a complex one and is a great social responsibility. In order to assume this responsibility, the TEP

has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an effective means to improve its quality of life.

### **Research Problem**

The research problem is as follows: What is the impact that the PEM has had, according to a group of its graduates, in terms of the quality of the preparation received (professional knowledge, skills and dispositions)? To this end, a guide has been prepared that will allow the graduate teacher to demonstrate their knowledge, pedagogical skills and disposition with their students in the classroom.

### **Research Objectives**

The proposed research 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 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?

### **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 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?

### **Literature Review**

The target of this action research turns around the acquisition of new vocabulary in a second language, developing a correct pronunciation of short and long vowels plus the distinction of consonant blends. Having a vast linguistic and teaching background in several different languages, this non-native researcher is very aware of how important is, that English teachers get and use the right teaching tools and strategies to work with these particular language skills.

When teaching English as a Second Language it is the standard practice to begin by teaching long vowels. Why? Because English learners have learned the letters A, E, I, O and U when they learned the regular alphabet. Usually, they are unfamiliar with the short vowel sounds that a native speaker knows. Another important detail is that the idea of long or short vowels may be totally foreign to non-native English speakers. If the student is from a glyph language like Chinese, they do not write vowels. Likewise, if they are from a Semitic language like Arabic they are used to writing only consonants for words, no vowels. Many languages throughout the world

are taught without vowels and every language teacher should be aware of that, in order to provide an adequate service to the diversity that he or she may have in their learning settings.

Regarding the teaching of Consonant blends, it is good to know that are also sometimes called consonant clusters. They can be made up of 2 or 3 letters. You'll see blends **at the beginning of words and syllables** (for example: “tr” in trap or “spl” in splash) and at the ends of words or syllables (“st” in the word past). In a blend, each letter retains its individual sound, and these sounds are then blended together. For example, in the word play, the **p** and the **l** must be blended together to read the full word. According to several theorists, when teaching consonant blends to children, teacher must introduce words with initial blends only of four sounds. When students are ready, then is better to introduce final blends, still with only four sounds before finally tackling words with initial and final blends and three letters blends at the beginning. Eventually students should be able to read and wrote syllables of five and six sounds.

### **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 Luis Fernando Ribot Medina, who was admitted to the Inter-American University, Fajardo Campus in August, 2016. After five years he graduated from Fajardo TEP, in June, 2021, and immediately started to work in the field that he was specialized, elementary ESL teacher. The TEP invited graduates from year 2020-21, and Luis was the only graduate willing to participate in the research voluntarily and by disposition, therefore, the TEP decided to accept his participation. 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.

Luis was working at "Colegio Alyaner" Private School, in a rural area in the municipality of Rio Grande P.R. There he is still working as an ESL Teacher in the K-3<sup>rd</sup> elementary level. Once he accepted to participate in the research, he filled the consent form already established for this research participant (Appendix C).

### **Procedures done before starting the Research Project in October 2021**

Prior to start with the research project, permission was granted by the Institutional Review Board. A written consent form was obtained by the participant teacher. Also, he informed the school principal and students' parents at the beginning of October, 2021 that the group selected to

be the research sample was the second graders. Some digital photos were taken just to identify the neighborhood area and school setting.

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. Although several restrictions were taken, due to the reality of COVID-19, classes were given presently and the researcher was able to visit the school to meet and coordinate important details with the school principal and the participant teacher. Nevertheless, each weekly meeting was carefully planned to observed and discuss the lesson plans and teacher and student's performance. These meetings with the teacher were scheduled to occur during his free time. The researcher decided to summarize the seven (7) questions of the graduate at the end of the 10 weeks of observation.

At the end of the observation period, the graduate presented a Portfolio showing both phases, with the supporting evidence including the different strategies and instructional activities performed during the project that demonstrated his impact in the second-grade students in charge. (see Impact Portfolio developed by Mr. Ribot- 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 10 weeks of duration of the project, however, five class observation were made throughout the process and several virtual conferences and phone calls were also part of a reciprocal communication. 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, and reflective learning in the students, and that was possible, but not as it was planned due to school restrictions toward social distance and to an increase in student absences. Nevertheless, the researcher was able to observe during the visits enough 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 “Colegio Alyaner” Private School, using a 2<sup>nd</sup> grade group as the research sample. This project involves lessons that were designed mostly, integrating the first two language arts: Listening, and Speaking, as the foundation to prepare students to deal with the third one which is Reading (which are also three of the Content Standards of the English Program in Puerto Rico) this without neglecting the use of writing that occurs simultaneously while learning to read the new sounds according to the pronunciation shown in the phonetic alphabet.

## **School Profile**

This school named “Colegio Alyaner” is located in the rural area, better known as neighborhood “Mameyes” in Palmer, Rio Grande, Puerto Rico. It was founded in 2003 by the educational entrepreneur Mrs. Ingrid Sebelén. The name of this scholar institution emerges out of a combination of letters taken from the names of the founder’s offspring, **Al**berto, **Y**amil, and **Ab**ner. It is managed by the administration of a small board of directors, chaired by Mrs. Sebelén, having as their north the following constituents:

### **Mission**

- Provide a bilingual academic teaching of excellence, as well as a comprehensive education: physical, moral, socio-intellectual, socio-emotional and spiritual; recognizing the individuality and potential of each child.
- Train citizens with Christian values that enable them to build a better society.

### **Vision**

- To be recognized in the community as an educational institution that, in addition to offering bilingual academic education of excellence, is distinguished by promoting the development of Christian character in each child who receives instruction in our institution.

### **Objectives**

- Enable the student to obtain a maximum development of the intellect, logical reasoning, and positive critical thinking.

- Teaching of English in a way that allows the student to develop linguistic competence in speaking, reading and writing.
- Promote an adequate environment that provides love and respect towards God, towards each human being and towards everything created by God.
- Develop leadership skills and a love of service in each child.

In this school, classrooms are organized into work areas, socialization, research and language, causing continuous learning in each area. Teaching is based on the development of the child's thinking, using a methodology that brings students closer to the literacy processes through clues, combinations, constructions and inferences. The method is one of auditory, visual, tactile, syllabic and geometric effects, which allows the integration of subjects. The teaching of mathematics in processes is also presented. Numbers, counts up and down, keys, interactive games, rules and a range of strategies are used in which the student learns by playing, thinking and practicing. The teaching-learning process is developed in close coordination with families through integration activities, providing participation in the educational process of their children in collaboration with teachers and assistants.

### **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 8 students, four girls and four boys, between six to seven years old, that come from different sectors of Rio Grande 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 practice pronunciation and enhance their vocabulary to improve their oral and reading performance in the target language.

Regarding the socioeconomic level, the group consists of eight students that belongs to

rich and middle economic classes. Almost all of the students live with both parents on private place and urbanizations from Rio Grande. 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.

### **Luis F. Ribot Initial Reflection / Reasons why it is worth carrying out the project**

When I began the investigation of the Teacher Education Program of the Fajardo Campus, together with Dr. Caballero, I knew that I had to meet the required expectations by applying the prior knowledge acquired, in accordance with my specialty, through my college years of studies.

The objective was to achieve a learning and development of satisfaction in the students. I had to identify a skill, within a unit or lesson, that the students needed to develop in order to then establish the strategies that are worth carrying out for the project. The initial skill level of the students was measured by means of a designed pre-test, to later design various activities aimed at improving the performance of the students in the chosen skill.

Going into the skills activity that was going to be measured over several weeks, I knew I needed to make sure of the impact I wanted to leave on the students, I didn't want to limit myself or limit each student's practice to improve their level of understanding of the skills.

### **Researcher's Data Analysis**

The project was developed for 9 weeks, starting in the first week of October and ending in the first week of December 2021. The teacher to be observed, was a graduate of English Education specialty, of the Fajardo TEP. He has a bachelor in English as a Second Language and the group selected was a 2<sup>nd</sup> grade which consisted of 8 students, and all of them were able to participate of the study. The researcher was able to visit the graduate in a regular weekly basis, but due to faculty meetings, only seven visits to school were made and others were virtually.

Besides the researcher's observation plan was combined with 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 book "*Horizons Phonics and Reading-Grade 2*". The first period of observation covered Lessons 25-34 and the second one covered Lessons 35-44. Now the researcher will share the data collected through different strategies from observing classes, verifying lessons plans that should be according to the DEPR Content Standards and expectations for that particular grade. 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 Luis f. Ribot as an ESL Teacher**

The following charts entail the result of the Action Research period which include, professional meetings, lesson plans analysis, class observations, and reflections made by the researcher and the English graduate who by disposition participated in the project.

## **October Observation Period**

**Classroom Weekly Observations from the Graduate Luis F. Ribot as an ESL Teacher**



<b>Week &amp; Dates</b>	<b>Foundational Skills Phonemic Awareness</b>	<b>Standard: 2.R.FS.11 Objectives</b> Students will successfully...	<b>Alternative Assessment Seat Works</b>	<b>Teacher's Reflection</b>	<b>Researcher's General Reflections</b>
<b>1 Oct. 4-8</b>	Consonant blends at the beginning, middle & end of a word	-identify blending letters and their sounds in different positions within words.	"Let's look for Blends" Worksheet	Students did a good job identifying blending letters	Students were able to isolate the initial, and final sounds with grade level words using written and visual supports.
<b>2 Oct. 11-15</b>	Rules: Vowel sounds- A, E, I, O, U, initial, middle and ending a word	- apply the pronunciation rules when using vowels a,e,i,o,u in different positions	Phonics Skill Assessment	Students did great, applying the rules correctly in different positions	I agree with the teacher, but still they need more oral practice to improve their pronunciation.
<b>3 Oct. 18-22</b>	Rule: Vowel A pronunciation at the end of open syllables - pronunciation of endings [ai], [ay] - sound of Vowel E in [ee] [ea][y][ey]	- learn and apply the rule of how to spell the vowel A in [ai] and [ay] endings.  - learn and apply the rule of how to spell the vowel E in [ee][ea][y][ey] endings.	Vowel Sound Picture Sorts Freebie! Word List Assessment Freebie	It was helpful to tell students that [ai] is always found at the beginning or middle of a syllable and [ay] is found at the end.	-Close and open syllables are the first two types students should learn. Out of the six syllables types, these two are the easiest for students to master. - [ai]...never at the end...
<b>4 Oct. 25-29</b>	-Initial consonant blends...br, cr, dr, fr, st, sw, bl, cl,fl, gl, pl, sl,  - Final triple consonant blends...  (ble, cle, del, fle, gle,  kle,sle,tle, zle, nce, nse, lse,	- learn and apply the rule to divide syllables and identify the blending of stable consonants at the beginning and end of words.  - create words by using consonant blends at the beginning and at the end of words.	Using pictures as clue to find the blends in new words  Worksheets	Students had fun creating new words using initial consonant and final triple consonant blends	The most relevant part of this is to tell kids that they do not need to memorize all these blends! They just need to know how to blend sounds together.

	lve, nge, rch, nch,,rth, mpt, mpse, nth, lch, tch)				
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**Classroom Weekly Observations from the Graduate Luis F. Ribot as an ESL Teacher  
November Observation Period**

**This group is participating of an after class Tutoring Service Program with the same teacher, and they always have a daily class review to reinforce learning.**

<b>Week &amp; Dates</b>	<b>Foundational Skills Phonemic Awareness</b>	<b>Standard: 2.R.FS.11 Objectives</b> Students will successfully...	<b>Alternative Assessment Seat Works</b>	<b>Teacher's Reflection</b>	<b>Researcher's General Reflections</b>
<b>5 Nov. 1-5</b>	-Initial triple consonant blends, spl, spr, str, shr,squ, scr, thr	-identify blending letters and their sounds in different positions within words.	"Let's look for Blends" Worksheet	This skill was not easy for three students, I need to give them extra practice	The (IPA) is a very helpful tool to be used in classrooms
<b>6 Nov. 8-12</b>	- Consonant, short vowel, & schwa sounds	-learn how to recognize and remember the vowels as a subset of letters, as distinguished from consonants.	Phonics Puppets in Action Game	It was easy to students to identify the schwa because most un-stressed vowels are pronounced as a schwa.	The schwa is the only speech sound with its own name. It doesn't have an exact and standard pronunciation
<b>7 Nov. 15-19</b>	- Consonant digraphs: ck, th, sh, ch, tch/ch,	- how to recognize and pronounce consonant digraphs.	Reading from Mini Charts without assistance	it took me a while to explain to them the term digraph, but finally the practice they got it in context.	The most common consonant digraphs are: sh, ch, th, and wh. They are often referred to as the "h brothers". Teaching digraphs can be lots of fun.
<b>8 Nov. 22-26</b>	Long vowel digraphs: ai, ay, ee, ea, ey, ie, ei, igh, uy, oa, oe, ou, ow	- define vowel digraph -list and identify them - demonstrate understanding of vowel digraphs by playing game	Short stories or poems with digraphs in them to play a fun game	learning this skill was easier for them, even with a bigger number of clusters.	It can be hard to tell the difference between consonant blends and digraphs. All you need to remember is that digraphs create only one sound, while blends carry both sounds forward.
<b>9 Nov.29 -Dec. 3</b>	Review practice for posttest	Students will have further practice with the material that they are behind.	Assorted practice tools Charts & Realia	the review was given in dyads to maximize time, and It worked.!!!	Reflective practice helps create confident teachers.

## Researcher's Observations

As a matter of being a language educator, I am always very concerned about how to get the best resources and tools to teach students that are learning to read, particularly when they are learning to read a second language. All of the evidence suggests that language skills and the sounds of language are the most related to reading outcomes for children, more so than their visual skills. For a long time, people thought reading was visual, and that was the way I learned to read, with visual methods, but after many years of linguistic studies and a vast teaching experience at elementary levels, I really believe and understand that reading is very linguistic. It is very much a language skill. With this in mind and knowing that phonological awareness is the ability for children to breaking up sounds in the English language, students needs to understand the importance to learn about and master phonics skills and see it as a pre-requisite skill for reading, writing and spelling. The only way to make that possible is making teachers and parents aware of how important is, that teachers in early childhood years do not dismiss phonological awareness and that they must teach it explicitly and systematically, because nowadays, we still have English teachers that are not aware of PA or do not teach it well.

That is why I feel very proud of Mr. Ribot because he is taking care of his role in a very professional way. He is putting in practice all the knowledge acquired as a teacher student, to assemble an adequate classroom setting in a small trailer facility, and with a very low budget for the school year. I also would like to highlight that he is also designing and developing “tailor made” lesson plans that fit his students’ needs as well as the government educational standards. He is doing a great effort to prepare his students with the right tools to learn how to read a second language and develop the fluency required for their grade level. Regarding evaluation, he is trying to do his best, combining qualitative with a bit of quantitative methods giving the students the

benefit of his reteaching when needed, and monitoring individually their work in very formative way.

After almost ten weeks of class observations, lesson planning analysis, intensive professional meetings, and hours of work analyzing the findings of this research project, my recommendations, as a pedagogical researcher, to Mr. Ribot, are minimal due to the great job that he is doing as a second grade English teacher of non-native speakers. Nevertheless, I really just want to mention the highlights that I shared with him after the research was done, regarding the language area that was covered during the observation period. Why I did that after and not before, or during the observation period? It was like that to avoid bias or conflict of interest during the process. I really wanted to motivate him as newly, rookie teacher, letting him know that he was in the right track, dealing with those phonic skills first, instead of launching the students to read, like most of the teachers do in the public system; my advice message was as follow, and I am quoting myself:

*“Mr. Ribot, Congratulations for your effort and dedication in teaching phonics, because is good to know that phonological awareness is like an umbrella term for the sound structure of words, but never forget that words are divided into smaller and smaller pieces. A word can be divided into little words like sun-shine and It also can be divided into syllables like hel-i-copt-er. It can be divided into onset and rime, like cl-ap, and the smallest bits are phonemes, they are the individual sounds. In terms in phonics, which is the bit most schools would get wrong; they say there are teaching phonics but they don't. There is a specific way of teaching phonics which is more effective than others, that is sequential, systematic and explicit, these are the three things that a good phonics program will need. Those three elements will ensure that children would not have any gaps in their knowledge. That there is not the “Swiss cheese problem”. That every child will master those aspects along the way. You will not assume they just know something and then find out in*

*Year 3 or halfway through upper elementary school, which is quite often when reading problems occur and become identified.” I am very sure that this will not happen with Mr. Ribot English students.*

#### **Appendix D: General Reflection / Teacher: Luis Fernando Ribot**

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

1. Whenever I have the opportunity to share something with colleagues, about my experience participating as the subject of this AR project, I would like to start telling about the three different attitudes and feelings that I experienced throughout the whole process. First, although I, voluntarily wanted to be part of it, I was kind of nervous and skeptic because it was going to be my first experience; second, after being oriented and started receiving formative coaching by the researcher, I started to feel more comfortable, activating my prior knowledge and putting in practice several teaching strategies and techniques learned in my methodology courses. Then I just felt like a fish in water because I just continue doing what I usually do in my daily practice. Third, I would like to share with them the research findings and more important than that, the results of the lessons objectives and how they were achieved. Finally, I felt myself, released and happy with the new knowledge acquired.

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

2. There are many varied assessment techniques suitable for this lower elementary level, that I learned in my education courses and put on practice some of them in my Clinical Experience, but due to the content of this particular topic, phonemic awareness, not all of them apply. The most

useful for me were the graphic organizers, check lists, phonemic poems and songs to evaluate rhyming and alliteration, segmenting and blending sounds, plus clapping and counting games.

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

3. Like I just mentioned in my previous answer, most of the techniques and strategies that I use nowadays are a result of my methodology courses and the Clinical Experience, like: Listen up, Follow the beat, Connect the Sounds, Carry a Tune, Rhymes, Sound Games, Sock Puppets, among others. Other resources that also help me a lot, are the Internet that provide some new ones for me like: “Break apart words” (using LEGO bricks), Get into Guesswork, and the Horizon Teacher’s Guide, where I learned the following strategies:

Project it, Repeat and Speak, Think Time, that work as an excellent bridge from phonics to reading skills. All those together with technology Integration which is the best asset to have access to more teaching and learning options.

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

4. As a non-native speaker, I learned my English in the public schools of the island, and to be honest, I have been lucky to have different kind of teachers, but the best were the English ones. In addition to that my deep desire to become bilingual is still my best weapon to win this personal language battle. At college level I really crowned up my learning expectations toward the target language, having great competent English professors who really know and taught me how to deal with all kinds of English learners, especially ESL and EFL students. That is why I feel myself ready to help my students to have fun learning the target subject.

**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. When I decided to enroll and be a student of the Faculty of Education, I was really a novice. Everything that I know now, was acquired through the Teachers' Education Program even to improve, refine, and polish up my language skills in my advanced English courses, as well as the pedagogical jargon that is used by educators in appropriate setting. It was there that I learned all about Classroom Management, Lesson Planning, Students' Needs Assessment, Learning Styles, Multiple Intelligences, and Special Needs, and Gifted Student. All that I just mentioned are the components that I need to consider to design and create the instruments to measure and evaluate students' learning process. That is what I am doing since the day one that I started working at Colegio Alyaner. Evidence of this was seen by the researcher of this project and part of it was integrated to my Impact Portfolio.

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

6. As newly graduate, my short experience has been with small groups of students, which definitely drives me to improve classroom management with bigger number of students and relationships and communication with parents. Another area to improve is technology integration and virtual learning in service training that right now I can identify as my weakest link. Although I took courses about those topics, the school that I work does not have the facilities nor the equipment to put on practice my acquired knowledge and as time goes by it will be outdated.



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

7. According to the latest trends in education I believe that is a real need to increase the amount of credits required particularly in the area of distance or virtual learning because that modality just arrived to stay, and educators needs to be at the forefront tempering ourselves to the times.

**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. When I graduated I did not have the need to start immediately working as a teacher because I used to have a good job as an installer, but feeling sure of the knowledge acquired, I decided to start looking for the opportunity to start accomplishing my academic and personal dream of being an English teacher. The offer just appeared at my path, and after the interview I just felt that, it was the right place to start a new beginning with the Teaching Tools Kit, earned at the Teachers Education Program of the Inter American University of Puerto Rico. Since that time until present, I feel safe, confident, and empowered, with enough knowledge to handle the type of clientele that I am serving now, and with the real desire of continue learning to be always updated.

**Researchers general conclusions about the teacher reflections (Questions 1-8)**

Mr. Ribot evaluated the Teacher Education Program of Inter American University, Fajardo Campus as an excellent program, designed and structured to empower the students with the best academic and professional tools to become effective and highly qualified teachers that are ready to start working immediately after graduation. He also feels grateful to the faculty that offers the general and specialty courses because they are always at the forefront, updated with the latest trends in education, providing them the necessary knowledge in content, teaching methodology, teaching strategies, preparation of materials to develop appropriate lesson planning and diverse and accurate evaluation methods. He also recognizes as citizen of a Common Wealth, the importance to comply with national and state educational standards.

The TEP Program train them in the necessary skills 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. This program, entails a set of clinical experience courses (EDUC 1080, EDUC 2870, EDUC 3015 (pre-practice) and EDUC 4013 (practice course) that provide the students with opportunities to observe, reflect on educational practices, plan and prepare materials. It also prepares them for the development of formative and summative assessment in the real scenarios of public and private schools in Puerto Rico. Mr. Ribot proudly expressed that, since he attended to his first job interview and until the present, he felt safe, confident and empowered, with enough knowledge to do his job, thanks to the Teaching Tools Kit, earned at the Teachers Education Program of the Inter American University of Puerto Rico. Once again, it is proven and established that this TEP Program and its faculty staff are capable of developing the teacher prototype, needed to face current generations and those to come.

**Phase I-Pre-Posttest Description**

<b>Description Pre-Posttest 1</b>	pts	<b>Description Pre-Posttest 2</b>
<b>The skills were distributed within the test as follows:</b>	-	<b>The skills were distributed within the test as follows:</b>
<b>I. Replacing consonant blends</b>	18	<b>I. Matching short and long vowels words</b>
<b>II. Adding Consonant Blends</b>	4	<b>II. Read the words and circle the word with long</b>
<b>III. Using pictures as Clue for Writing Words</b>	4	<b>III. Read the words and circle the word with lon</b>
<b>IV. Matching written words with Pictures</b>	10	<b>IV. Matching the words to the picture.</b>
<b>V. Matching Written Words with Pictures</b>	8	<b>V. Code the long vowels &amp; draw a slash through</b>
	44	

**Mr. Ribot developed a Phonemic Awareness  
Phonemic Awareness  
Test of 44 pts.**

**Mr. Ribot developed a  
  
Test of 65 pts.**

The purpose was to administer an instrument that can measure, as a pretest, the students' prior knowledge, at the beginning of the lessons. 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. This means that there really was a gain in knowledge in each student, although some of them, still need to improve their performance.

Student 1	0	39
Student 2	4	28
Student 3	0	23
Student 4	14	20
Student 5	11	27
Student 6	10	41
Student 7	12	31
Student 8	8	37
	pretest	posttest

0.00015715

Student 1	6	63
Student 2	36	59
Student 3	23	52
Student 4	21	54
Student 5	10	89
Student 6	45	56
Student 7	14	61
Student 8	22	49
	pretest	posttest

0.0008004

#### Standard 4.1

Impact of PEM Graduates on the Development and Learning of their Students

PK-12, Instruction and Satisfaction with the Relevance of the Academic Preparation

**Statistically Significant Results**

### **T TEST RESULTS -Action Research / Mr. Luis F. Ribot Colegio Alyaner, Río Grande, Puerto Rico**

#### **Pre-Posttest Summary**

During the period of observation, Mr. Ribot administered two pretest and two posttests.

The first set of tests, was given prior to start teaching lesson 25 and after finish lesson 34; these

were the ones about consonant blends. The results of the pretest were very low, They really showed that the content was totally new for the students, but in the posttest, they had a better performance, showing a significant gain in all students.

The second set of tests was given prior to lesson 35 and after finish lesson 44; these were the one about short and long vowels. The results of the pretest were not as low as they were in the first pretest, but the second posttest really reflected a higher and meaningful gain for all students, and were also describe in the T Test results as statistically significant.

### **Researcher Analysis and Conclusion of the Instrument Results**

Being the researcher, a specialist in curriculum and evaluation was really a good asset to categorically, describe both tests as very good ones; admitting at the same time, that she, the researcher, had to give him a little help in the design and presentation of them. That was part of her pre-intervention, weeks before to start with the observation period to ensure validity and reliability of the test. The colorful and clear illustrations were the best part of the design, plus the content distribution complemented the right organization which is a must when dealing with a test about phonics. The positive results of these tests are the product of, not only an adequate teaching and learning process, but a combination of a well designed and assembled instrument plus the best ingredient of a competent teacher.

### **Research General Questions**

In this study, questions were constructed (Appendix D) to reveal not only the instructional strategies and practices used by teachers, but also to learn through teachers' reflections provide more precise statement for the research problem:

- 1.How does a group of PEM graduates interpret the quality of preparation received in terms of professional knowledge, skills and dispositions?
- 2.What is the valorization that a group of graduates of the PEM, has regarding the pertinence of the preparation received for the fulfillment of their teaching responsibilities?
- 3.How teacher preparation program impacts the effectiveness of the in-service teacher in the classroom?"
- 4.What are teacher's reflection about and guiding principles for teaching English language learners?
- 5.What instructional strategies do teachers use to teach?
- 6.How is assessment conducted and used?

### **See the answers for the Research General Questions below:**

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In this study, the researcher observed the performance of Luis F. Ribot according to his instructional practice for nine weeks and learned through the following reflections that the graduate wrote in order to answer the research questions as follows:

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

1. Having the opportunity to share with Luis F. Ribot in another educational setting and playing a different role, was a great experience to me. I knew he was good as a student but, regarding his performance as a newly teacher, so far, he 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 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 browse Luis' profile we can see that he is already there. He obtained his Bachelor's Degree in English as a Second Language at the Inter American University, Fajardo Campus, in 2021. This indicates that in its academic preparation, the institution prepared it in basic knowledge and skills for the mastery of the material he teaches. As part of the developed skills we can mention co-teaching, individualization of teaching and work in pairs, techniques and teaching strategies. He took courses in Literature and Communication, Narrative and Poetry, Reading and Writing, Advanced Writing, Linguistics, Comparative Analysis of English and Spanish, Children's Literature, Curriculum, Teaching and Assessment of English (K-6) and Acquisition of English as a Second Language. With all this educational background, there no doubt that his academic profile is complete. Regarding the Full State Certification, he already counts with it, taking and approving it in March 13, 2021. And the last criterion was already covered, because demonstrations of competence in his teaching performance were shown throughout the period of class observation in his English Class.

**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?**

2. 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 of 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. Mr. Ribot 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. He was very satisfied with the TEP assertiveness 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?**

3. Mr. Ribot exposes that the institution TEP Program, facilitates, through the courses of Experiences in the Educational Environment (EDUC 3015-Pre-practice and EDUC 4013-

Teaching Practice, that the students participate in workshops coordinated by the Faculty of the



Teacher Education Program, (TEP). Some of the workshops are: Lesson Planning, Assessment and Evaluation, Individualized Educational Plan (IEP), Classroom Management, Technology Integration, Information Management Skills and Teaching Strategies.

Schools also develop a training plan for regular teachers and include the candidates while they are doing teaching practice. This training process complements the technical assistance offer by the supervisor and the cooperative teacher. He really thinks that the TEP prepared him to be an effective English Education teacher during the pre-service or clinical practice course. However, he also believes that the knowledge gained during his pre-service course gave him the clue that any teacher has to be updated to the latest changes and trends that will arise regarding to education and his functions as a teacher of the 21<sup>st</sup> Century.

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

4. Mr. Ribot shared that almost all of his students expressed orally that they like to listen to English language, especially in songs, T.V. Shows, and Movies, but most of them agreed that their main problem is the lack of enough vocabulary to understand what they hear. He added that another complaint that comes from students, even from classmates is the gap in pronunciation. As soon as he knew their feelings about the target language he became more motivated in improving the way to teach phonics and develop phonemic awareness. Why was that, because he knows that phonics is the bridge between spoken language and print. Phonics is essentially a code breaker. From there on

his biggest challenge was to motivate them to participate actively, and maintain a positive attitude towards the subject. The students expressed in their reflections that they love English and that they feel happy to work with phonics because they are learning how to pronounce new words. Another fundamental principle is to allow students to work cooperatively, developing their creativity in

special projects. In this group they had the opportunity to create their own phonic puppet and share them in dyads and within the group. This activity is an example of cooperative work. The fundamental objective of classroom research is that students through the lessons work, could develop and enhance phonemic awareness and Mr. Ribot managed the best elements to meet the objectives set in the research.

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

5. The researcher observed and revise, Mr. Ribot lesson plans every Friday for 9 weeks using a variety of instructional strategies such as

*Rhyme Generation, Multisensory Mapping, Picture Card Snap, Sound Sorts*, and one that she shared with them from her memories as an Elementary English teacher, the *Treasure Chest*.

### **6. How is assessment conducted and used?**

During the development of the research, the teacher set the following assessment techniques for the Lessons / Skills Assessment

### **Research Assessment Plan and Summary**

Mr. Ribot did not have a structured assessment plan but I inferred out of his lesson plans that most of the Assessment evaluation that he used were a variety of Alternative ones, worksheets that are part of the Horizon package that he was using, and he use them as daily seat work plus others evaluation instrument adapted by him, usually songs and sound games, highlighting the ludic element that is suggested for this level and language topic.

He used quantitative and qualitative measures according to the type of exercises but the only formal or traditional evaluation was the pre and posttest. 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. but in this case none special work was assigned. In summary, Mr. Ribot 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 lessons. He demonstrated his knowledge and skills as a highly qualified teacher graduated from the Inter-American University of Puerto Rico, Fajardo Campus.

### **Luis F. Ribot middle and final conclusions of the results of the research**

By the middle of the Teacher Education Program Research Project, there were improvements in the students, both in comprehension, pronunciation, and reading. The classes taught helped to improve their level of understanding of the skills. The classes were more dynamic and less monotonous, allowing an interest in the objective of learning.

I felt inspired because the goal I set for myself to achieve developmental learning in student satisfaction was being met. I was fascinated by each activity in which an educational game was introduced through skill, for example: bingo, word search or group competitions. This satisfied the students wishing to have more dynamics like this. The first short vowel sound pronunciation skill test was also measured, which surprisingly had mastery skill.

The activities of the skill that was going to be measured during those weeks, was a mission accomplished. Now, for the end and closure to meet the expectations of the purpose of the project, the second phase of the skill will be carried out in order to finish the lessons that were going to be measured for the academic development of the students.

Upon completion of the Teacher Education Program Research Project, I have seen a great change, both personally and in the students as well. I have seen changes in myself, in the way I carry out my work as a teacher, how I express myself, how I transmit the skills for their learning

to the students. Also, in my students, I have seen quite a few improvements, both educationally and personally. I have seen how those who did not know how to read are already reading, those who did not understand the language are beginning to understand, even, the interest in learning and trying has also been seen and that is something that fills a lot inside.

The goal I set out to achieve has already been accomplished. All the activities have been a success and the students are more than happy and satisfied. The last short vowel sound pronunciation skill test was measured and the results were more than promising. I am proud of my effort and the effort that my students have given.

The purpose of the project was carried out thanks to God and to those who contributed to this research. I am more than happy to be able to measure the development of the students, I know that we still have a long way to go, but it is extremely satisfying to know that little by little it is being achieved. I am more than grateful for the opportunity that the Interamerican University of Fajardo gave me to be part of this research and to be able to provide what is necessary to help the Campus.

### **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 Luis Fernando Ribot, a graduate from Fajardo TEP year 2021. Mr. Ribot was working as an ESL Teacher at Colegio Alyaner, a private school, in the municipality of Rio Grande, P.R. Once Mr. Ribot accepted to participate in this study he filled the consent form, already established for this purpose. He decided to work with a second-grade group that were presenting difficulties in their academic achievement. It was a group of eight students and all of them were non-native speakers. The sample was taken out of the first parents that responded promptly, to the participation request. At the beginning of the research, last week of October 2021, students were working on a set of lessons that belongs to the topic of Phonemic Awareness, with the aims to develop language proficiency, improving the pronunciation of short, long vowels, the schwa sound, and distinguishing consonant blends. All these previous skills will serve as bridges to develop reading fluency and acquire more vocabulary in the target language. The class was scheduled at nine o'clock from Monday through Friday and the agreement was that the researcher will schedule her weekly visits on Thursday. Although they were having their classes presently, virtual meetings with the teacher, will take place during evenings time to discuss observation visits and to clarify doubts or answer any questions that may arise.

The use of different teaching strategies like, Rhyme Generation, Multisensory Mapping, Picture Card Snap, Sound Sorts, and 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. Besides that, It is very important to highlight the effort, commitment, and quality of time that Mr. Ribot is giving to his group, not only, with the academic classes, but with the extra-curricular activities that he plans in benefit of his students, including a "Students Sponsors Hunt" that consist in getting a sponsor for each one of them, that will voluntarily, buy school supplies at any time of the year and presents for special celebrations like Christmas and Valentine's Day. The humbleness and commitment that

characterizes this teacher made possible his request, achieving that charitable people from the immediate communities adopted a student during the school year for that particular purpose, and they are allowed to visit the school and share with the group at least once a year, usually before the Christmas recess.

Another detail that really lighted my educational spirit and reminded my novice days as a teacher is the enthusiasm that Mr. Ribot shows when he is introducing a skill or integrating a game to explain the skill under study. The only advice that I can give him now that the research is over, is that a little bit of music and seasonal songs will enrich the curriculum and facilitate his praxis, because It has been proved through different teaching strategies, including Suggestopedia, that music will help non-native students to face and overcome psychological barriers to learning a second or foreign language. Through the use of this teaching method it is expected that students learn quickly by being made to feel relaxed, interested and positive toward the target language. I will sit down to talk with Mr. Ribot to let him know that, one of the teacher's main roles is to see that he creates the right environment for the students in which they find it easy to learn, overcoming the affective filter. He is meant to correct the students very carefully, if at all, in order not to discourage them.

Finally, I can summarize that the TEP program of the Inter American University of Puerto Rico (Fajardo Campus) counts with a well-structured curriculum, open and able to change from content to global competences, focusing on an interdisciplinary approach that will fit the needs of the diversity that entails their learning communities. Last but not least, the marrow of this program is a great staff of high qualified professors, oriented toward internalization and able to teach and be the best role model for their students and Mr. Luis Fernando Ribot is a living example of what I express.

Dr. Myriam Caballero  
Faculty / Researcher

March 2022

## **Appendix A Evidence of Instrument 8 B**



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

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

(PLEASE FILL IN PRINT)

Graduate Name: <b>Mr. Luis Fernando Ribot Medina</b>		Student Number: <b>F00527933</b>	Email Address: <a href="mailto:lfribot.medina@outlook.com">lfribot.medina@outlook.com</a>
School Name: <b>Colegio Alyaner</b>	School Address: <b>Bo. Palmer Rio Grande, P.R. 00745</b>		Director's Name: <b>Mrs. Ingrid Sebelén</b>
School Year: <input checked="" type="checkbox"/> <b>August to December 2021</b> <input type="checkbox"/> January to May 20_____	Specialty: <b>English as a Second Language (K-6<sup>th</sup>)</b>	<input type="checkbox"/> Public <input checked="" type="checkbox"/> <b>Private</b>	Level: <input checked="" type="checkbox"/> <b>Elementary</b> <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: Luis Fernando Ribot Medina			Student Number: F00527933	Email Address: <a href="mailto:lfribot.medina@outlook.com">lfribot.medina@outlook.com</a>		
TAG TO CAEP	TAG TO INTASC	TAG TO PR STANDARDS	PREMISES	VERY ACCEPTABLE 3	ACCEPTABLE 2	UNACCEPTABLE 1
<b>A. Phase I</b>						
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"/>

Graduate Name: Luis Fernando Ribot Medina			Student Number: F00527933		Email Address: <a href="mailto:fribot.medina@outlook.com">fribot.medina@outlook.com</a>	
TAG TO CAEP	TAG TO INTASC	TAG TO PR STANDARDS	PREMISES	VERY ACCEPTABLE 3	ACCEPTABLE 2	UNACCEPTABLE 1
<b>B. Phase II</b>						
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. 
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. 
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). 
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. 
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. 	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. 	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. 

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TAG TO CAEP	TAG TO INTASC	TAG TO PR STANDARDS	PREMISES	VERY ACCEPTABLE 3	ACCEPTABLE 2	UNACCEPTABLE 1
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 checked="" type="radio"/>	Presented a final project report with some of the all of the above sections and suggest future research-classroom investigations. <input 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 checked="" type="radio"/>	Includes some of the evidence such as attendance sheets, agendas, activity evaluations, photos and other documents. <input type="radio"/>	Does not include or evidence such as attendance sheets, agendas, activity evaluations, photos and other documents. <input type="radio"/>

SUMMARY OF TOTALS		
Category	MAXIMUM SCORE	ASSIGNED SCORE
Phase I	18	17
Phase II	21	20
<b>Total Score</b>	39	<b><u>37</u> out of 39</b>

Average Score 95%

Signature of Researcher

Feb. 23, 2022

Date