

# 2014 EPP Annual Report

<b>CAEP ID:</b>	25957	<b>AACTE SID:</b>	
<b>Institution:</b>	Universidad De Puerto Rico De Cayey		
<b>Unit:</b>	Department of Pedagogy		

## Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure 110

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.) 118

**Total number of program completers** 228

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 academic year?**

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

In accordance with the recommendations of the Faculty and the Department of Education of Puerto Rico, methodology courses were added in the secondary level for: Science, Math, English, Spanish and History.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

## Section 4. Display of candidate performance data.

*Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.*

Results of the state licensure teacher text (PCMAS) created by the UPR-Cayey Institutional Office of Assessment:  
<https://title2.ed.gov/Public/Report/PrintReport.aspx?Year=2012&StateID=72>

## Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

### Required Reporting Measures

- 5.1 Impact on P-12 learning and development
- 5.2 Results of completer surveys
- 5.3 Graduation rates
- 5.4 Ability of completers to meet licensing (certification) and any additional state requirements

### Optional Reporting Measures

- 5.5 Indicators of teaching effectiveness
- 5.6 Results of employer surveys, and including retention and employment milestones
- 5.7 Ability of completers to be hired in education positions for which they have prepared
- 5.8 Student loan default rates and other consumer information

**Yes**, a program or programs leading to initial teacher certification is currently being offered.

## REQUIRED REPORTING MEASURES

**5.1 Impact on P-12 learning and development.** Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

### 5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Videos of candidate instruction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Candidate reflection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-adopted assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-designed assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)			



**5.2 Results of completer surveys.** Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	<input type="radio"/>	<input checked="" type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
  - Content knowledge
  - Instruction and pedagogical content knowledge
  - Teaching diverse P-12 students
  - Teaching P-12 students with diverse needs
  - Classroom management
  - Alignment of teaching with state standards
  - Family and community engagement
  - Assessment of P-12 student learning
  - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	48	7
Individual program	<input type="radio"/>	<input type="radio"/>		
Institution or organization	<input type="radio"/>	<input type="radio"/>		
State	<input type="radio"/>	<input type="radio"/>		
Other (specify)	<input type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input type="radio"/>	<input checked="" type="radio"/>
Inclusive of stakeholder interests	<input type="radio"/>	<input checked="" type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>
5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.	<input checked="" type="radio"/>	<input type="radio"/>

**5.3 Graduation rates.** Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2013.

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010	AY 2008-2009
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<b>First Time Enrollment.</b> The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	150	93	115	111	60
<b>Progress in AY 2012-2013.</b> The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2012-2013	0	0	0	10	31
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2008-2009) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were <b>not</b> recommended for an initial teacher	0				

certification or licensure...	
Continued in a program	0
Been counseled out of a program	0
Withdrawn from a program	13

**5.4 Ability of completers to meet licensing (certification) and any additional state requirements. Report information on candidate performance on state licensure tests for initial teacher certification or licensure.**

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2011-2012	72	1	72	100	92
All program completers, 2010-2011	187	1	161	87	82

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>
5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.	<input checked="" type="radio"/>	<input type="radio"/>

## OPTIONAL REPORTING MEASURES

**5.5 Indicators of teaching effectiveness. Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure**

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

**Completer performance during in-service**

Surveys of P-12 students on completer performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5.6 Results of employer surveys, including retention and employment milestones.** Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input type="radio"/>	<input type="radio"/>

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
  - Collaboration with school-based colleagues and staff
  - Alignment of teaching with state standards
  - Family and community engagement
  - Content/subject matter
  - Instructional and pedagogical content knowledge
  - Development of a safe learning environment
  - Assessment of P-12 student learning
  - Teaching P-12 students with diverse needs
  - Teaching diverse P-12 students
  - Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input type="radio"/>		
Institution or Organization	<input type="radio"/>	<input type="radio"/>		
School District	<input type="radio"/>	<input type="radio"/>		
State	<input type="radio"/>	<input type="radio"/>		
Accreditation agency	<input type="radio"/>	<input type="radio"/>		
Other (specify)	<input type="radio"/>	<input type="radio"/>		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input type="radio"/>	<input type="radio"/>

- A measure with a representative sample (demonstrates typical employer responses)
- Inclusive of stakeholder interests
- A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

**5.7 Ability of completers to be hired in education positions for which they have prepared.** *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

5.7.1 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has attempted to collect data on the employment status of completers.	<input type="radio"/>	<input type="radio"/>

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has access to information on the employment status of completers	<input type="radio"/>	<input type="radio"/>

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
  - School district
  - State department (specify)
- Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2012-2013							
Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20)	60	17	9	0	4	2	20

**5.8 Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input type="radio"/>	
Average cost of attendance	<input type="radio"/>	<input type="radio"/>	
Average beginning salary of a program completer	<input type="radio"/>	<input type="radio"/>	
Placement patterns of completers	<input type="radio"/>	<input type="radio"/>	
Other (specify)	<input type="radio"/>	<input type="radio"/>	

**Section 6. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

- |   |              |
|---|--------------|
| <b>1. The secondary education program with a concentration in history did not meet the 80 percent pass rate in the required licensure exam.</b> | <b>(ITP)</b> |
|---|--------------|

The curricular sequence for History in the secondary level was revised according to indications of the Vice-Presidency of the UPR System. Courses were revised and a methodology course, EDPE 4155 Theory and Methodology of History and Social Studies, was designed and proposed for 2013-2014. The course is currently being offered January 2014. The SPA's and the Unit requirements for the improvement of the Program are in process.



**Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:**

<b>1. The unit does not consistently collect and analyze data.</b>	<b>(ITP)</b>
<b>2. The unit does not consistently summarize, report, and use data for improvement.</b>	<b>(ITP)</b>

The unit implemented a Pilot with the purchased Database Program License to consistently report and use data for improvement. The pilot was conducted starting August 2013 and will be used by Faculty May 2014. The unit is growing in its Database decision taking culture evidenced by the increase of the number of meetings to analyze the overall state of the TPP. The appointed Assessment Coordinator that is in charge of the database has been working with the pilot platform and in its final phase. The coordinator included four key assessments of the SPAS's. Ongoing training to Faculty it's supported by the Assessment Coordinator and personnel from the office of informations systems.

**Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:**

<b>1. The unit does not systematically ensure that all candidates have diverse field and clinical experiences.</b>	<b>(ITP)</b>
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It is expected to run an online diversity tracking system by May 2014 wich addresses the main questions concerning the unit's diversity definition and the CAEP concern for the candidates reflections on their own biases. The TPP continues to assign the candidates to carry-out field experiences in a variety of communities that encompass diverse socio-economical status, rural or urban population and exceptionalities. The TPP continues to emphasize the rural-urban geographical dichotomy. In all the new secondary methodology seminars, each candidate visits two different types of schools as part of their non-key assessments. The revised secuences kept the course in Special Education that includes assisted technology as a requirement for all candidates.

**Section 7. Accreditation Pathway**

**Continuous Improvement.** *Summarize progress toward target level performance on the standard(s) selected.*

Content Knowledge: The curricular secuences for the elementary and the secondary level were revised. The TPP Program ensured that the courses selected for secuences comply with the candidates future content knowledge teaching needs, licensure exams and the requeriments for certification of the Department of Education of Puerto Rico. Requests were made to different content area departments to change or ad courses that address those contents needs. The Departments of Science, Math, Humanities (History) had a possitive response to those request and courses were design, specially for the teacher candidates. In the concentration area it was found that their were courses that didn't align with the specialization, so actions were taken to either eliminated or add courses. The new secuences provided a better alignment with content knowledge and teaching strategies. Even though the new secuences is for the candidates admitted to August 2013 special agreement were made with the Registrar in order to council the candidates to substitute old courses with the new ones. In order to strengthen the research skills for the science candidates a proposal to Howard Hughes Medical Institute was approved. In this proposal their is a pedagogical component that consist on research, unit design and fiels experience in schools.

**Section 8: Preparer's Authorization**

**Preparer's authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2014 EPP Annual Report.*

I am authorized to complete this report.

**Report Preparer's Information**

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