

# 2020 EPP Annual Report

|                     |  |                   |  |
|---------------------|--|-------------------|--|
| <b>CAEP ID:</b>     | 32357  | <b>AACTE SID:</b> |  |
| <b>Institution:</b> | Inter American University of Puerto Rico - Metropolitan Campus |                   |  |
| <b>Unit:</b>        | Education, Social Sciences,                                    |                   |  |

## Section 1. EPP 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.

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

|                           | Agree                            | Disagree                         |
|---------------------------|----------------------------------|----------------------------------|
| 1.1.1 Contact person      | <input type="radio"/>            | <input checked="" type="radio"/> |
| 1.1.2 EPP characteristics | <input checked="" type="radio"/> | <input type="radio"/>            |
| 1.1.3 Program listings    | <input checked="" type="radio"/> | <input type="radio"/>            |

1.2 [For EPP seeking Continuing CAEP Accreditation<sup>1</sup> applies to CAEP eligible EPPs] Please provide a link to your webpage that demonstrates accurate representation of your Initial Licensure and/or Advanced Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

## Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2018-2019 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup>

2.1.2 Number of completers in advanced programs or 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.)<sup>2</sup>

**Total number of program completers** 58

<sup>1</sup> For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

<sup>2</sup> For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2018-2019 academic year?**

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

There have been no changes in the EPP mission or objectives. However, the EPP is under a new administration and is revising its Quality Assurance System. In addition, Puerto Rico suffered various earthquakes that affected the public school system infrastructure resulting in a prolonged recess. The public system renewed its normality in the last week of February 2020. Unfortunately, on March 16th the governor of Puerto Rico declared a total lockdown due to the COVID-19 pandemic that interrupted all EPP efforts to validate new instruments and to collect data related to the Annual Report.

3.2 Any change in the legal status, form of control, or ownership of the EPP.

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

3.4 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

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

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

3.6 Change in regional accreditation status

3.7 Change in state program approval

## Section 4. Display of Annual Reporting Measures.

| Annual Reporting Measures (CAEP Component 5.4   A.5.4)                         |  |
|--|--|
| Impact Measures (CAEP Standard 4)  | Outcome Measures   |
| 1. Impact on P-12 learning and development (Component 4.1)                     | 5. Graduation Rates (initial & advanced levels)  |
| 2. Indicators of teaching effectiveness (Component 4.2)                        | 6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels) |
| 3. Satisfaction of employers and employment milestones (Component 4.3   A.4.1) | 7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)                   |
| 4. Satisfaction of completers (Component 4.4   A.4.2)                          | 8. Student loan default rates and other consumer information (initial & advanced levels)   |

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

**Link:** <http://metro.inter.edu/educacion/caep-docs/2020/annualreport2020/1P-12LearningandDevelopment.pdf>

**Description of data accessible via link:** To evaluate the impact of completers on P-12 students EPP is going to use the Puerto Rico Department of Education Measurement and Evaluation Standardized Tests (META). META tests were developed to comply with the Every Student Succeeds Act (ESSA) of 2015. The tests measure students competencies in Spanish, Mathematics, English, and Science and are administered to third, fourth, fifth, sixth, seven, eight, and eleven grades. META administration is once a year in the month of April. META is also used to evaluate teachers' effectiveness and impact on their students. TEO is also using the Learn Aide standardized test to evaluate completers teaching in the private school system. Learn Aide provide testing for students from K-12 and are used by private schools in Puerto Rico. The 2018-2019 completers are on their first-year of teaching and the results of META and Learn Aide tests won't be available until Fall 2020. TEP is working on a multiple case study design to measure completers impact.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

| Level \ Annual Reporting Measure | 1.                                  | 2.                       | 3.                       | 4.                       | 5.                       | 6.                       | 7.                       | 8.                       |
|----------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Initial-Licensure Programs       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced-Level Programs          |                                     |                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2

**Link:** <http://metro.inter.edu/educacion/caep-docs/2020/annualreport2020/2TeachingEffectiveness.pdf>

**Description of data accessible via link:** Puerto Rico Teacher Certification Exam (PCMAS) data was used to assess teacher effectiveness for 2018-2019 completers. PCMAS assesses fundamental knowledge and professional competencies to comply with Every Student Succeeds Act (ESSA) of 2015. TEP Teacher Report Card reflected that completers pass rates was 90% compared to 94% statewide pass rate. In addition, data from the Clinical Experiences II instruments PD-1 to PD-6, which assess the professional knowledge and skills for program candidates, were analyzed to determine teaching effectiveness for 2018-2019 cohort. These data include formative and summative evaluations from



6

**Link:** <http://metro.inter.edu/educacion/caep-docs/2020/annualreport2020/6CompletersLicensing.pdf>

**Description of data accessible via link:**

PCMAS Teacher Report Card Data for Institutional pass rates and single assessment pass rates for initial programs are provided for academic year 2018-2019. TEP completers pass rates remained in the upper rank compared with statewide pass rates. The College Board Administration administered the Puerto Rico Teacher Certification Exam (PCMAS) once a year. PCMAS results include the 2018-2019 completers and students from other graduation cohorts. Out of 24 students that took the PCMAS, 21 (87%) approved it satisfactorily.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

| Level \ Annual Reporting Measure | 1.                       | 2.                       | 3.                       | 4.                       | 5.                       | 6.                                  | 7.                       | 8.                       |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| Initial-Licensure Programs       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced-Level Programs          |                          |                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

7

**Link:** <http://metro.inter.edu/educacion/caep-docs/2020/annualreport2020/7Completershiredineducation.pdf>

**Description of data accessible via link:**

EPP data are included for the employment status of initial program completers. For the 2018-2019 cohort, 53% are employed as teachers, 26.6% are living and working in the United States, and 2% are employed in jobs not related to education. Of the 53% employed as teachers, 62.5% are working in the public system and 37.5% are working on the private educational system of Puerto Rico.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

| Level \ Annual Reporting Measure | 1.                       | 2.                       | 3.                       | 4.                       | 5.                       | 6.                       | 7.                                  | 8.                       |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Initial-Licensure Programs       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Advanced-Level Programs          |                          |                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

8

**Link:** <http://metro.inter.edu/educacion/caep-docs/2020/annualreport2020/8LoanDeafaultRate.pdf>

**Description of data accessible via link:**

According to the Higher Education Act of 1965 (HEA), the Higher Education Reconciliation Act of 2005 (HERA), Pub. L. 109-71 and the Department of Education regulations, IAUPR is not subject to any sanctions based on the FY 2016 cohort Default Rate. IAUPR FY 2016 Cohort Default rate is 2.7.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

| Level \ Annual Reporting Measure | 1.                       | 2.                       | 3.                       | 4.                       | 5.                       | 6.                       | 7.                       | 8.                                  |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Initial-Licensure Programs       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Advanced-Level Programs          |                          |                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

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

1- Impact on P-12 Learning and Development- After reviewing the Annual Reporting Measures over the past two years and the Areas for Improvement on the Accreditation Action Report, EPP designed a more effective way to collect data. Starting on August 2019, EPP requested funds to hire an external evaluator and partnered with Puerto Rico Department of Education (PRDE) to

access META (PRDE Standardized Measurement and Evaluation of Students Performance) results of public school students where EPP completers have been employed. In addition, the EPP requested Learn Aide (Students Standardized Testing used in private schools) providers students results where EPP completers have been employed. These efforts are going to provide EPP with complete and reliable sources of information on how completers impact P-12 students. These results are going to be used to evaluate EPP courses, clinical experiences, and overall candidates' preparation. However, these standardized tests are administered on April 2020 but due to the COVID-19 pandemic, they have been postponed. The EPP had no previous data on the 2018 annual report, and in 2019 reported a single case study that used pre and posttest as measure of completers impact on P-12 students. The single case study results showed gains in learning from 5.89 in the pretest to 8.84 in the posttest. However, this was a single measure, and the EPP is currently working on the design of a multiple case study to be able to run descriptive statistics and compare results from various completers' impact on P-12 students.

2- Indicators of Teaching Effectiveness- EPP completers PCMAS report had been maintained in the upper rank since the 2016-2017 year. For 2017-2018, the EPP pass rate was 93.3% and for 2019-2019 was 90%. Fluctuations are minimal and EPP completers are consistently approving their teacher certification. Although completers scores are in the upper rank, EPP is revising courses EDUC 4551 and 4552 that are intended to provide a comprehensive review of fundamental knowledge and professional competencies needed to comply with ESSA and to approve the teacher certification exam. The EPP also used Clinical Experiences II to cooperative teachers and university supervisors formative and summative evaluations to assess teaching effectiveness. A paired t-test was conducted to compare formative and summative data from both: cooperative teacher (CT) and university supervisor (US) for Fall 2018 and Spring 2019 cohorts. For Fall 2018 Cooperative Teacher evaluations, there was not a significant difference between formative ( $M=2.7017$ ,  $SD=0.2247$ ) and summative ( $M=2.8600$ ,  $SD=.1152$ ). These results suggest that Cooperative Teacher assessed candidates very well since the beginning of their Clinical experience which could evidenced that candidates are well prepared to teach. For Fall 2018, University Supervisor evaluations, there was a significant difference between formative ( $M=2.6400$ ,  $SD=0.2713$ ) and summative ( $M=2.7750$ ,  $SD= 0.2835$ ) suggesting that the clinical experiences contributed positively to candidates' performance. A Pearson Correlation Coefficient was computed to assess the relationship between Cooperative Teacher and University Supervisor Fall 2018 summative evaluations. There was a positive correlation ( $r = 0.7235$ ) between the two. Increases in Cooperative Teacher evaluations were correlated to increases in University Supervisor evaluations. For Spring 2019, the paired t-test were repeated for Cooperative Teacher and University Supervisor formative and summative evaluations. For Cooperative Teacher, there was a significant difference between formative ( $M=2.1117$ ,  $SD=0.5004$ ) and summative ( $M=2.6400$ ,  $SD=0.2689$ ). These results suggest that candidates' scores increase as they did their clinical experience. For University Supervisor, there was not a statistically significant difference between formative ( $M=2.3533$ ,  $SD=0.2730$ ) and summative ( $M=2.5700$ ,  $SD=0.1658$ ). These results suggest that University Supervisor did not perceived additional gains throughout the clinical experience. A Pearson Correlation Coefficient was computed to assess the relationship between Cooperative Teacher and University Supervisor summative evaluations for Spring 2019. There was a very weak positive relationship between the scores. Increases in Cooperative Teacher evaluations correlated to increases in University Supervisor evaluations. These descriptive statistics evidenced that the EPP candidates are well prepared to teach P-12 students and that their teaching practices are effective.

3- Satisfaction of Employers- There are no data for previous years due to the fact that EPP used the Postal Service to deliver the Employers Satisfaction Survey and did not have responses. For the 2018-2019 report, the EPP changed its strategy and collected information through telephone calls and emails. The EPP had a 25% employer response rate, which indicated that employers are satisfied with completers in all the areas surveyed. The analysis of employers' responses had led EPP to immerse in a reflective process to strengthen the aspects related to content and pedagogical knowledge of candidates. In this matter, the EPP has developed a plan to address those areas that were rated below 90% of satisfaction. In section 5, the EPP describes all the actions taken to improve candidates' teacher preparation.

4- Satisfaction of Completers- The EPP administered a Candidates/Completers Satisfaction Survey to assess the degree of satisfaction with their teacher preparation. Instrument PD-10 (Student Teachers Satisfaction Survey) assesses perception and satisfaction with the content knowledge and teaching skills received in the program, positive classroom management skills, knowledge on how to integrate diversity and inclusion in their planning and teaching, knowledge on assessing students' learning, and overall satisfaction with EPP faculty. There are no significant survey results for previous years to establish a comparison or to discover patterns related to completers answers. For 2018-2019, 100% of completers ( $n =15$ ) answered the survey. The results showed that most completers are Quite Satisfied and/or Satisfied with EPP preparation and its faculty. EPP is currently working on revising its core courses to strengthen fundamental teaching skills and classroom management skills which were the areas that completers perceived as poorer in their preparation.

5- Graduation Rates- Graduation rates are calculated annually through the Institutional Postsecondary Education Data System (IPEDS). These rates are based on admission cohort that is selected six years previous to the report. The Graduation rates for the 2018-2019 completers are based on the 2013 admission cohort. This information is representative of all the IAUPR students that were admitted on the year 2013. There are no specific measures in previous reports to compare for patterns.

6- Ability of Completers to meet Licensing- The two-year trend data (2018-2019) showed that EPP initial program completers performed at or above the statewide passage rate. In the 2018 Annual Report, EPP completers pass rate was 100% compared to 93% statewide. In 2019 Annual Report, EPP completers pass rate was 88% compared to 90% statewide. For the 2020 Annual Report, completers pass rate was 90% compared to 94% statewide. Based on these trends, EPP is currently working on a better alignment of PCMAS competencies with courses. In addition, EPP is incorporating pedagogical situations in all core courses to prepare candidates to solve problems using evidence-based research and content and pedagogical knowledge. The revisions seek to strengthen candidates' skills and to improve PCMAS scores.

7- Ability of Completers to be hired in Education Positions- There are no data to compare with the 2018 report. The 2019 Annual Report showed that 72% of completers were employed as teachers. For the 2018-2019 cohorts, 53% are employed as teachers, 63% in public school and 38% in the private school system of Puerto Rico. Puerto Rico had suffered an increase in emigration due to the economic crisis after Hurricane Maria and the most recent earthquakes. These trends reflect a socio economic reality in the island that EPP cannot resolve. Nevertheless, more than half of EPP completers are hired as teachers within their first-year of graduation. The other half either emigrated to the continental United States or are hired in jobs that are more lucrative than an education career.



8- Student Loan Default- According to the Higher Education Act of 1965 (HEA), the Higher Education Reconciliation Act of 2005 (HERA), Pub. L. 109-71, and the Department of Education Regulations, IAUPR is not subject to any sanctions based on the FY 2016 Cohort Default Rate. IAUPR FY 2016 Cohort Default Rate is 2.7. Despite the fiscal situation of Puerto Rico, EPP completers have been complying with student loans federal regulations for the past decade.

## Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

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

### **CAEP: Areas for Improvement (ITP)**

1 Content and Pedagogical Knowledge

**Limited data were provided to show that candidates demonstrate skills and commitment that afford all P-12 students access to college- and career-ready standards. (component 1.4)**

The EPP uses different data to evaluate and show that candidates demonstrate skills and commitment that afford all P-12 students access to college-and-career ready standards. The Department of Education of Puerto Rico establishes that all P-12 students must have equal access to higher education and future employment. Law 85 of the Department of Education of Puerto Rico established that all teachers working in the Puerto Rico educational system must develop, through their teaching, the attitudes skills and knowledge to prepare P-12 students to perform successfully in the labor market. The main activity the EPP performs to ensure that candidates will afford P-12 students access to college and attain college and career readiness standards is through the delivery of the methodology courses allowing candidates to prepare for practice that will be performed in collaboration and under the supervision of their mentors (Cooperating Teachers). A description of the methodology courses (Appendix 1.4.a) offered candidates who will be teaching at the elementary and secondary levels, demonstrate that the EPP curriculum strongly emphasizes the theories of instruction, the development of learning activities, incorporates the use of technological resources and stimulates students' creativity. Correspondingly, the coursework of all EPP licensures, provide educational and clinical experiences to candidates in order to satisfy P-12 students' needs: to develop problem-solving and critical thinking skills, demonstrate their improvement in reading comprehension and writing skills, be able to compare, summarize, and analyze information presented in graphics and tables, among other things. It is noteworthy to mention that all licensures of the EPP integrate into their curriculum, courses that address deep content knowledge, use of research, gathering, and analysis of data and evidence, integration of technology, and college and career readiness standards.

### **CAEP: Areas for Improvement (ITP)**

1 Content and Pedagogical Knowledge

**Limited data were provided to show evidence that candidates demonstrate an understanding of InTASC standards. (component 1.1)**

After receiving the CAEP Accreditation Action Report, and as part of its operating procedures, the EPP has been involved in a critical and reflective process throughout this academic year (Appendix 1.1.a) The EPP seeks to offer a competitive Teacher Preparation program that meets CAEP standards, the InTASC Categories, the Puerto Rico Professional Teacher Standards, as well as the goals, objectives, and student learning outcomes of the program. The EPP promotes the development of professional competencies (knowledge, skills, and professional dispositions) outlined through the core and major courses that are part of the candidates' training. With this range and diversity of courses, some have the purpose of promoting knowledge and learning milestone experience in student training. Some of these courses are EDUC 4013 Clinical Experiences in the Educational Scenario II, EDUC 3015 Clinical Experiences in the Educational Scenario I, EDUC 4012 Classroom Research and the methodology courses. The EPP has identified some trends and patterns upon analyzing in detail the results of the rubrics used in EDUC 4013, EDUC 3015, EDUC 4012, and methodology courses as well. The results of these analyses will be presented at the end of the academic year. The previous evaluation instruments indicators were being aligned with CAEP Standard 1, InTASC, and the PR Professional Teachers Standards. Please refer to Table 1- Core courses aligned to InTASC, Key Assessment, and CAEP sufficient level criteria (Appendix 1.1.b). The EPP revised the portfolio criterion in order to include five (5) different tasks or assignments that demonstrate the performance of candidates. During the 2020-2021 academic year, the new instrument will be piloted. In order to observe any trend, pattern, comparison, or difference through the InTASC Categories, during 2020-2021, the EPP will be analyzing the data of different rubrics in a disaggregated and aggregated manner. Statistical analysis for identifying patterns, trends, and comparisons among EPP candidates will be done. These analyses are part of the 2020-2021 EPP Action Plan and will include: Review, comparison, and analysis of program assessment outcomes between 2019-2020 and 2020-2021. Review, comparison, and analysis of program assessment outcomes between 2019-2020 and 2020-2021 in order to identify patterns, trends, and differences among students of all licensure programs considering InTASC categories. The following EPP created-assessments are being used: 1- Rubric- Teaching Practice Evaluation form for learner and learning, content knowledge, instructional practice and professional responsibilities by University Supervisor; 2- Rubric- for Portfolio in Clinical Experiences in Educational Scenarios I, EDUC 3015; 3- Rubric- to evaluate Research proposal EDUC 4012 Classroom Research; 4-Lesson Planning and Classes Demonstration Rubric for Methods Courses. In order to identify candidates' strengths and weaknesses in the InTASC Categories and how individual licensure areas compare to the EPP as a whole, the EPP will conduct several statistical analyses: 1- A paired t-test analysis to determine the quality of teaching and assessment process to improve candidates learning on the application of the four InTASC Categories; 2- The analysis will consider two separate results of Lesson Planning and Classes Demonstration Rubric during the year 2020-2021; 3- Data results will be presented for all licensures of the EPP. To obtain data from the Lesson Plans and the Demonstration Classes, a sample of the methodology course will be selected. Starting in August 2020, the EPP established in all methodology courses, as an evaluation criterion, a class demonstration and the use of an analytic descriptive rubric created by EPP faculty and that will be available next Fall. After

evaluating the current rubrics used for assessing candidates' performance practice and Methodology Courses, the faculty engaged in the process of upgrading the quality of each assessment instrument. The revised version of the rubrics will be available for the 2020-2021 academic year. The following list describes examples of the analyses of InTASC data that the EPP will collect to demonstrate candidates' mastery of InTASC Categories: 1- Number and percentage of levels of mastery of EPP candidates on all four InTASC Categories and the two highlighted related to College and Career Readiness Preparation and Diversity and Equity; 2- Number and percentages of candidates' mastery of all licensure programs considering all four InTASC Categories, and the two highlighted related to College and Career Readiness Preparation and Diversity and Equity; 3- Data analysis to compare candidates' performance in a first assessment and second assessment period considering all four InTASC Categories, and two highlighted related to College and Career Readiness Preparation and Diversity and Equity; 4- Survey analysis data of cooperating teacher candidate evaluation related to professional performance in Clinical Experiences II (EDUC 4013) for all four InTASC Categories; 5- T-test analysis to compare statistical means (M), Standard Deviation and level of significance ( $p < .05$ ) of performance of candidates considering two assessment period, specifically in Clinical Experiences course (EDUC 4013) in all four InTASC categories and highlighted areas. The data will be disaggregated by licensure areas.

**CAEP: Areas for Improvement (ITP)**

1 Content and Pedagogical Knowledge

**Limited evidence were provided to demonstrate candidates demonstrate apply content and pedagogical knowledge. (component 1.3)**

According to CAEP, the EPP relies heavily on PCMAS for evidence. The College Board of Puerto Rico and Latin America Office (CB-PRLAO) is the external agency in charge of developing and administering the Puerto Rico Teacher Certification Test (PCMAS, for its acronym in Spanish). The EPP recognizes PCMAS ce to provide information about student competencies in knowledge and subject matter and pedagogy or teaching skills.

**CAEP: Areas for Improvement (ITP)**

2 Clinical Partnerships and Practice

**There is limited evidence to demonstrate that mutually agreeable expectations for candidate entry, preparation, and exit have been established with school partners. (component 2.1)**

Our main partner is the Puerto Rico Department of Education (PRDE). Teacher education in Puerto Rico is highly regulated by, among others, Law 85, 2018, Article 5.01, which establishes the requirements for teacher candidates, and Law 129, 2016, which regulates clinical practices (Appendix 2.1.a). All completers from every EPP must comply with credit and grade point-average requirements, as well as a passing score in the Teacher Certification Exam (PCMAS) in order to be eligible for a teacher license. To ensure the requirements of the PRDE are met, our candidates must comply with course and GPA requirements at various points in their progression (Appendix 2.1.b). Students are admitted to the EPP after taking 10 credits in courses required for certification. Before they are eligible to apply for their final student teaching experience they must have attained a minimum of 3.0 GPA and have completed their education courses (Appendix 2.1.b). Finally, in order to take the PCMAS they must have at least 90 approved credits with a minimum GPA of 3.0. In order to be eligible for the teacher certificate, all these requirements must be met, including a 3.0 GPA graduating average. Compliance, communication, and consultation are characteristics of the EPP relationship with the PRDE. 2018-2019 was a year of upheaval in the PRDE, due to changes in administration and the coping strategies post-hurricane Maria. There were no general meetings between the PRDE Institute for Teacher Professional Development, Student Teaching Program and the universities. It has been during 2019-2020, that the PRDE has redirected its attention to teacher preparation programs. Because we are inexorably linked to the PRDE directives and regulations, this has had a direct effect on our EPP program. Now, after the natural disasters during COVID-19, the directives from the PRDE have been modified to accommodate distance and online learning; it follows that the EPP's have modified their approach to the student learning experience accordingly. Because the PRDE gave no specific support to the EPPs during 2018-2019, it fell on the university supervisors and the cooperative teachers and directors, during 2019-20 they have been represented in the decision-making process, which is currently conducted by consensus (Appendix 2.1.d and 2.1.dd). Cooperating Teachers and Directors: In order to complete their preparation, candidates must successfully complete various field and clinical experience. EDUC 4013, the culminating Teacher Practice experience, has a series of evaluation instruments, which both the Cooperating Teacher and the University Supervisor complete. In this way, their judgement is essential for determining candidate's preparation and readiness for exit. The process of construction and revision of those instruments has been modified to take into consideration the input and feedback of the P-12 clinical educators, directors, and other education professionals. This team of experts comprised of cooperative teachers, university supervisors, completers, and candidates, has actively participated in the development and revision of instruments pertaining the student teaching experience (EDUC 4013). A work session was conducted during the first semester 2019-20; the second semester session programmed for March was postponed due to COVID-19 (Appendix 2.1.d and 2.1.dd). However, the 2020 Accreditation Report noted that P-12 teachers and/or administrators were not regularly sought for decision-making and curriculum development. This has been immediately addressed during 2019-2020 by creating a permanent Steering Committee composed of representatives from public and private school systems (teachers and directors); the College Board (organization that administers teacher licensing test); the Puerto Rico Department of Education's Certification Division; the office of UIPR's Dean of Academic Studies; the Student Teaching Program Coordinator; professors who teach EPP and graduate programs; and the Director of the UIPR's Department of Education. Among the members, some are also EPP completers. This Steering Committee provides a forum for shared analysis and decision-making regarding multiple aspects of the EPP's programs (Appendix 2.1.e). Student Teachers: The 2018-19 candidates completed a Satisfaction Survey as part of their final cohort activity. The results of the survey show that candidates considered the preparation received in their courses and during their education very good or good (Appendix 2.1.f). There was no formal Exit Interview in place for the 2018-19 cohort. A trial Exit Interview protocol for candidates completing their student teaching (EDUC 4013) was implemented for the August-December 2019 semester. Based on ease of completion, scoring and analyzing, as well as quality of information collected, the protocol was revised, and the new version was to be tried for January-May 2020 semester. However, due to the existing COVID-19 conditions, this version will not be piloted. The protocol and instrument will be further modified to ensure that the process of the Exit Interview

is fully developed and implemented by December 2020.

**CAEP: Areas for Improvement (ITP)**

2 Clinical Partnerships and Practice

**There is limited evidence that partners co-select, prepare, evaluate, support, and retain high-quality school-based clinical educators. (component 2.2)**

The Puerto Rico Department of Education (PRDE) establishes the requirements for cooperating teachers, cooperating directors, and student teaching centers, as described in Law 129, August 5, 2016 (Law to regulate the PRDE Educational Clinical Experiences Program) (Appendix 2.1.a). The PRDE document Public Policy concerning the organization and functioning of the Clinical Educational Experiences, Puerto Rico Department of Education (Appendix 2.2.a) establishes from 2020 on, semester meetings, consistent proceedings, and direct communication and collaboration between EPP's, College Board, Coordinator of Title II, ORE (Regional Offices of the PRDE), schools that serve as student teaching centers and the PRDE. The high-quality of the clinical educators is guaranteed by the state's requirements. Furthermore, the EPP developed during the 2018-2019 an instrument for the evaluation, by the candidates of both their Cooperating Teacher and their University Supervisor. The evaluation instrument was validated by a team of experts during the 2018-2019 academic year and was used for the first-time during the 2019-2020 fall semester (Appendix 2.2.b). The instrument for evaluation of University Supervisors contains the same items as the evaluation of the Cooperating Teacher (Appendix 2.2.c and Appendix 2.2.d). The information from these instruments can be used to gauge the quality of the Cooperating Teachers and Supervisors as perceived by the Student Teacher, and can be used to determine whether to continue using specific Cooperating Teachers and Supervisors in the program, or whether additional mentorship and support for them are needed. In compliance with the collaborative agreements between EPP and PRDE and with private schools, the Supervisor fosters a direct line of communication with the EPP. During the University Supervisor's first visit to the student teaching center, they meet and discuss with the Cooperating Teacher and Directors diverse aspects of the student-teacher evaluations. From 2019 on, it was determined that the Student Teaching Program Coordinator write a detailed letter to the Cooperating Teachers at the beginning of each semester with guidelines about the student teaching experience, which further strengthens the spirit of collaboration. Members of the Steering Committee have suggested a professional development activity for the Cooperating Teachers and Directors, which was to be carried out at the end of the 2019-20 academic year. In the face of the current social distancing protocols, this activity will in all likelihood be carried out online. To ensure consistency and accuracy, the EPP conducts orientations and workshops for teacher candidates. For example, the EPP offers yearly orientation and review workshops in preparation for the PCMAS (Appendix 2.2.f and Appendix 2.2.g). Other workshops are offered to candidates (Appendix 2.2.h). All the stakeholders involved are subjecting each assessment instrument and rubric used to evaluate Student Teachers during 2019-20 to continuous improvement review to verify consistency, fairness, accuracy, and freedom of bias, as well as alignment to pertinent standards (Appendix 2.1.d and 2.1.dd). The report states "Clinical Educators are not consistently trained in the use of evaluation tools". Currently, P-12 clinical educators, university supervisors and teacher candidates discuss the instrument with each other so that protocols and expectations are clear. After our recent experience with distance education, we propose to design and produce: an online tutorial of the student teacher evaluation instrument for Cooperating Teachers to provide instruction on the use of the clinical experience evaluation instruments and other protocols; and to share with them updated digital resources for P-12. These activities will have their corresponding satisfaction surveys. As for retention of Cooperating Teachers, we continue to work with the faculty of CeDIn, our Laboratory School, and AIM (Academia Interamericana Metro). Although after Hurricane Maria, and later the earthquakes, some teachers left for the continental US, retention rates at these schools have been fairly consistent. The EPP has had to seek additional Cooperating Teachers, particularly in Special Education this year, due to some of our public-school cooperating teachers retiring or moving, but we have found that there are teachers still interested in contributing to the development of teacher candidates by being Cooperating Teachers. Another successful strategy for retention of Cooperating Teachers and Directors is the fact that they receive a stipend for each teacher candidate that they mentor. Our roster of Cooperating Teachers show that many of them continue to be available to mentor new candidates throughout the years (List available upon request; due to lockdown we are unable to gain access to document).

**CAEP: Areas for Improvement (ITP)**

4 Program Impact

**The EPP provided limited documentation that completers perceive their preparation as relevant to their teaching responsibilities and that their preparation was effective. (component 4.4)**

For the Site Visit Report 2019, the EPP used data from three cohorts identified as years 2013-2014; 2014-2015; and 2015-2016. The EPP had a validated instrument IES-15 (Completer Satisfaction Survey) to measure completers' satisfaction but the data collection method was through postal carriers and the response rate was lower than expected. For the 2018-2019 cohort, the EPP changed the collection strategy for completers' perception of their teacher preparation. In addition, the EPP used another instrument PD-10 (Student Teachers Satisfaction Survey) that had been previously validated. Instrument PD-10 is used at the exit interview to measure student teachers' satisfaction with EPP and faculty, and perception of their preparation as effective teachers. This strategy yielded a 100% (15/15) response rate for the 2018-2019 completers. In 2020 the EPP, in collaboration with the Steering Committee, revised and changed the completers' satisfaction survey instrument (Appendix 4.4.a). The new instrument has 17 questions and a Likert scale of four (4) levels described as: (1) Well prepared; (2) Sufficiently prepared; (3) Not sufficiently prepared; (4) Not at all prepared. The revised version will be validated during fall 2020 semester. In addition, the EPP is going to use an external evaluator to collect completers' data through classroom visits, observations and interviews at the school site. This collection method is going to guarantee a higher response rate and enough data for analysis and interpretation that are going to be used for continuous improvement of the program.

**CAEP: Areas for Improvement (ITP)**

4 Program Impact

**The EPP did not provide sufficient evidence of completer satisfaction.(component 4.3)**



(It should be noted that Component 4.3 is related to Employers' Satisfaction with Completers). The EPP and the Steering Committee developed a new instrument to measure Employers' Satisfaction with Completer Teacher Education (Appendix 4.3.a). The instrument items are based on InTASC standards for effective teachers. The purpose of the instrument is to assess completers mastery of the 10 InTASC standards and their EPP preparation. The instrument has ten items and a Likert scale of 4 levels: (4) Strongly Agree; (3) Somewhat Agree; (2) Somewhat Disagree; (1) Strongly Disagree. The pilot instrument is aligned to InTASC Standards and will be validated during Fall 2020. Once validated, the instrument will be administered once a year during the Spring semester to employers of EPP completers, beginning with the 2020-2021 cohort. An external evaluator has been hired to collect employers' satisfaction survey data through in site visits.. This collection strategy will guarantee a higher rate and enough data for proper analysis and interpretation.

**CAEP: Stipulation (ITP)**

4 Program Impact

**The EPP does not demonstrate that completers can effectively apply the professional knowledge, skills and disposition in their classroom instruction. (component 4.2)**

The EPP and the Steering Committee developed a new instrument: Completer Visit to the Classroom Assessment Instrument (Appendix 4.2.a). The instrument is aligned to InTASC standards for effective teachers. The instrument uses a 4-point Likert scale with 3 intermediate levels, for a total of seven (7) levels of assessment. The levels are defined as: (4) Distinguished; (3.5) Partial success at rating of "4", in addition to rating "3" performance; (3) proficient; (2.5) Partial success at rating of "3", in addition to rating "2" performance; (2) Emerging; (1.5) Partial success at rating "2", with assistance; (1) underdeveloped. The purpose of the instrument is to assess completers' teaching effectiveness. In addition, a multiple case study has been proposed to assess completers' teaching effectiveness. In the past, the EPP used a single-case study, which did not provide descriptive and extensive explanations of the completer teaching effectiveness and impact on P-12 students. The multiple case study provides robust and multiple measures of data, which will allow comparison of completers' teaching effectiveness. For 2020-2021, the EPP will be conducting the multiple case study design. The EPP will hire an external evaluator to oversee the multiple case study research and to collect data. Participants will include 20% of completers hired as teachers in the Puerto Rico Department of Education. The procedures for data collection will be: Individual interviews, Focus Groups, Classroom Observations and use of Artifacts, and a School Director interview. The complete design will be available for CAEP's revision in future months along with the Institutional Review Board (IRB) approval document. All these measures will provide enough data to demonstrate that EPP completers can effectively apply the professional knowledge, skills and dispositions in their classroom instruction.

**CAEP: Areas for Improvement (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**Limited evidence that the EPP regularly and systematically assesses performance against goals and relevant standards, and tracks results over time. (component 5.3)**

The EPP decided to structure the Quality Assurance System (QAS) into three-component cycle (Figure 5.1). The second component describes a comprehensive and continuous assessment model QAS will follow in order to objectively assess student teachers' mastery of general content and pedagogical knowledge considering the Puerto Rico professional Standards for Teachers of the Department of Education of Puerto Rico (PRDE, 2008) and its alignment with the program goals. These standards and the program Goals provide specific areas of content, pedagogical knowledge and teaching and learning practices that candidates should master to better serve their future students. In addition, the Puerto Rico professional Standards for Teachers of the Department of Education have shaped the EPP academic curriculum experiences to improve candidates' mastery of pedagogical and professional skills. The Teacher Education Continuous Assessment Model (TECAM) (Figure 5.3) allows the EPP to identify (needs assessment), design and develop multiple instruments to measure, assess and evaluate candidates' mastery of general education (history, social sciences, humanities, etc), pedagogies (human development, research in education, teaching methodologies, etc), and content mastery of areas of specialization. To identify, develop, design, and analyze results of all instruments and assessment techniques used (rubrics, focal lists, surveys, etc), a faculty member will be appointed to serve as EPP Assessment Coordinator to meet periodically with faculty of the program and Institutional Assessment personnel to determine general content courses and pedagogical areas for improvement. The following model is intended to describe the data collection and analysis process to improve candidates' development of a deep understanding of the critical concepts and principles of their discipline and, by completion, use discipline-specific practices flexibly to advance the learning of all students toward attainment of college-and-career readiness standards. The Teacher Education Program emphasizes candidates' understanding of the biological, cognitive, community, and family factors related to the learner and learning process. It also recognizes the importance of completers in the comprehension and application of specific pedagogical content included in academic requirements. The EPP emphasizes and provides opportunities for candidates' application in real school scenarios with culturally diverse students using best instructional practices to improve their learning. The EPP will use different assessment instruments to demonstrate the professional responsibilities that every teacher should assume to become a long life learner. To determine the candidates' level of mastery of the application of content and pedagogical knowledge, as stated in Standard 1, the EPP will use multiple and varied outcomes assessment instruments for decision making with the participation of faculty members and support from the Institutional Assessment Office resources.

**CAEP: Stipulation (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP's quality assurance system (QAS) does not detail how the EPP monitors candidates' progress and collects data regarding its operational effectiveness. (component 5.1)**

The first component of the new adapted QAS includes different stages of mastery in candidates' progression throughout their academic preparation in terms of knowledge, skills, and dispositions. In fact, the literature describes how individuals make the transition from student to professional educator. The EPP has adopted Trotter's theory (1986), as cited by Huitt (2006), regarding

the process for the development of expertise or stages of mastery applied to the education field (Trotter, 1986). The first cycle includes four progression stages and assessment points in which candidates' competencies are monitored (Figure 5.2). The first progression stage is called Novice. At this stage all candidates admitted to the University that wish admission to the Teacher Education Program would receive a Provisional Admission to the major of their interest until they satisfy the admissions requirements of the EPP. According to Huit (2006), at this first stage of attaining mastery, candidates' task is to learn to recognize specific objective facts along with fundamental concepts and specific rules of action. Prospective teachers are supposed to get an overview about what it is to be a professional educator. They begin to develop some initial skills, acquiring an initial vocabulary, and obtaining some initial ideas about what teaching is all about. Their initial understanding are still incomplete at the end of this stage. However, it is expected that candidates will begin to develop a cognitive map about what it means to be a professional educator. The EPP programs include a variety of courses that are use to introduce candidates to the field of education. Candiadtes are exposed to field experiences educational scenarios. Initial candidates' competencies in knowledge, skills, and dispositions are expected. At this stage, the following InTASC standards are included: 1- Learner Development; 2- Learning Differences; 3- Learning Environments; and 4- Content Knowledge. The second progression stage is called Beginner. This stage is a transition phase between the novice and advanced beginner. It occurs between the first and second year of the coursework. EPP candidates' profile requires this transition stage in order to have a better understanding of the profession. Field experiences in educational scenarios are included in more concentration courses. The following InTASC standards are included in this stage: 4- Content Knowledge; 5- Application of Content; and 8- Instructional Strategies. The third progression stage is called Advanced Beginner. Following Huit's perspective (2006), at this stage, candidates are adding to their knowledge of facts, they are recognizing previously undefined facts, obtaining more information relative to the teaching-learning process, increasing their knowledge of relevant vocabulary, concepts and principles. As they go into the advanced beginner stage, they begin to understand that what they have been taught to that point is a good first approximation of a very complex set of understandings necessary to function as a professional educator. This stage continues candidates' development in their undergraduate program and involves 300-and 400- level courses in their major. Candidates' undergraduate training ends with a student teaching experience. The following InTASC standards are included in this stage: 6- Assessment; 7- Planning for Instruction; and 8- Instructional Strategies. The fourth and last progression stage is called Competence. This stage is the point at which candidates are capable and become qualified in their desired area. For teachers, this means completing a Bachelor's degree in education and meeting initial certification requirements. Competence is the minimum level candidates should obtain in order to act as a professional educator. The following InTASC standards are included in this stage: 6- Assessment; 7- Planning for Instruction; 9- Professional Learning and Ethical Practice; and 10- Leadership and Collaboration. The third component of the QAS cycle refers to how the EPP assesses the program operational effectiveness (Figure 5.4). Different elements are included as part of the assessment process: candidates, academic program quality, faculty competencies, adequacy of facilities and operation, field experiences, and completers. The EPP will evaluate in detail the effectiveness of its program assuring that appropriate stakeholder are involved in program evaluation, improvement, and identification of models of excellence. The EPP is considering the adoption of elements taken from Charlotte Danielson Framework for Teaching (FFT) (<https://danielsongroup.org/framework>), and the Principles of Good Practice for Assessing Student Learning developed by the American Association for Higher Education. Danielson FFT is part of the quality and strategic evaluation plan considered by the EPP because it is clear, defined and effective teaching practices model made up of 22 components, all grouped into four different domains (Domain #1: Planning and preparation; Domain #2: Classroom environment; Domain #3: Instruction; and Domain #4: Professional responsibilities). The alignment with the American Association for Higher Education's Principles of Good Practice for Assessing Student Learning is another task the Steering Committee plans to carry out next May. Appendix 5.1.a presents the alignment of Danielson FFT with CAEP, InTASC and Puerto Rico Teacher Professional Standards.

**CAEP: Stipulation (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP does not provide evidence of stakeholder involvement in program evaluation and improvement. (component 5.5)**

EPP's quality assurance system (QAS) is under a deep revision in order to adequately monitor candidates' progress and collect data regarding its program operational effectiveness. EPP Steering Committee met with the stakeholders in order to examine CAEP's findings and recommendations. As a result, multiple subgroups were created to work in possible solutions. One of the subgroups created at the stakeholders meeting oversaw the answers related to the findings and recommendations on Standard 5. After reviewing the Quality Assurance System and CAEP's rationale for their determination, the subgroup recommended to the Steering Committee to revise the QAS. In revising the new QAS, the principle objective was to build a tracking system that will provide valid evidence of candidates' development all through their years at the EPP. A review of literature of successful teacher preparation programs was made to determine what kinds of elements, components, and principles would be incorporated into the EPP quality assurance system for assessing candidate learning, and program effectiveness. The EPP decided to structure the QAS into three-component cycle (Figure 5.1). The three-component cycle includes: A students assessment component, a continuous assessment component, and an a program operational effectiveness assessment component. Each one of the components is described in detail in the corresponding component of Standard 5. In addition, the Steering Committee is planning on working the alignment of Danielson Framework for Teaching (<https://danielsongroup.org/framework>) and the Principles of Good Practice for Assessing Student Learning developed by the American Association for Higher Education as part of the assessment of the program operational effectiveness.

**CAEP: Stipulation (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP QAS does not rely on relevant, verifiable, representative, cumulative and actionable measures. (component 5.2)**

The EPP has adopted a three-component cycle QAS. The Student Assessment Cycle includes all the actionable measures that the EPP will use to ensure that candidates are well prepared (Figure 5.2). The EPP guarantees that our candidates meet the

goals and objectives of the EPP, the Student Learning Outcomes of the EPP Program, the CAEP Standards, the InTASC Categories and the Puerto Rico Professional Teacher Standards. The EPP promotes development of professional competencies (knowledge, skills and dispositions) outlined through the core and major courses that are part of the candidate's training. The EPP has identified assessments that follow the candidate progression stages. For the Novice stage, the candidates are required a Disposition to Teach Essay for EDUC 1080; and a Field Experiences Laboratory for EDUC 2890. For the Beginner stage: candidates are required EDUC 2032 laboratories, EDUC 2890 Classroom environment croquis, and EDUC 2060 Technological Activities. For the Advanced Beginner stage: candidates are required EDUC 3015 Planning and Teaching 3 classes, EDUC 4011 and EDUC 4012 Designing and Implementing an Assessment Instrument. For the Competence stage: EDUC 4013 evaluation instruments and Portfolio, Career Readiness Instrument, Exit Interview, and a final assessment. All the instruments and rubrics will be available for CAEP revision for the next academic year. The previous evaluation instruments indicators were being aligned with CAEP Standard 1, InTASC, and the PR Professional Teachers Standards (Appendix 1.1.b). The EPP revised the portfolio criterion in order to include five (5) different tasks or assignments that demonstrate the performance of candidates. During the 2020-2021 academic year, the instrument will be piloted. In order to observe any trend, pattern, comparison or difference through the InTASC Categories, during 2020-2021, the EPP will be analyzing the data of different rubrics in a disaggregated and aggregated manner. Statistical analysis for identifying patterns, trends, and comparison among EPP candidates will be done. These analyses are part of the 2020-2021 EPP Action Plan and will include: 1- Review, comparison and analysis of program assessment outcomes between 2019-2020 and 2020-2021 in order to identify patterns, trends and differences among students of all licensure programs considering InTASC categories. The following EPP created assessments are being used: 1- Rubric: Teaching Practice Evaluation for learner and learning, content knowledge, instructional practice and professional responsibilities by University Supervisor; 2- Rubric-For Portfolio in Clinical Experience in Educational Scenario I EDUC 3015; 3- Rubric to evaluate Research proposal EDUC 4012 Classroom Research; and 4-Lesson Planning and Classes Demonstration Rubric for Methods courses. In order to identify candidates' strengths and weaknesses in the InTASC categories and how individual licensure areas compare to the EPP as a whole, the EPP will conduct the following statistical analysis: 1- A paired t-test analysis to determine the quality of the teaching and assessment process to improve candidates learning on the application of the four InTASC categories. These categories are Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility; 2- The analysis will consider two separate results of Lesson Planning and Classes Demonstration Rubric during the 2020-2021 academic year; 3- Data results will be presented for all licensures of the EPP. To obtain the data of the Lesson Plans and the Demonstration Classes, a sample of the methodology courses will be selected. It should be noted that not all methodology courses require, within their course description, the realization of a class demonstration. However, the EPP established that, starting on August 2020, all the methodology courses should incorporate, as an evaluation criterion, a class demonstration and the common use of an analytical descriptive rubric, created by the EPP faculty, for both the Lesson Plan and the Demonstrative Class. The analytical rubric will be available to CAEP representatives the next academic year. After evaluating the current rubrics used for assessing student performance in the Practice and Methodology Courses, the faculty engaged in the process of upgrading the quality of each assessment instrument. Currently, the faculty are discussing and improving the criteria, scoring methods, and coding system of the rubrics used throughout the curricula. The revised version of the rubrics will be available for the 2020-2021 academic year. The following list describes examples types of analysis of InTASC data that the EPP will collect to demonstrate candidates' mastery of InTASC categories: 1- Number and percentage of levels of mastery of candidates of the EPP on all four InTASC categories, and the two highlighted related to College and Career Readiness Preparation and Diversity and Equity; 2- Number and percentages of candidates' mastery of all licensure programs considering all four InTASC categories, and the two highlighted related to College and Career Readiness preparation and Diversity and Equity; 3- Data analysis to compare candidates' performance in a first assessment and second assessment period considering all four InTASC categories, and two highlighted related to College and Career Readiness Preparation and Diversity and Equity; 4- Survey analysis data of cooperating teacher candidate evaluation related to professional performance in Clinical Experience (EDUC 4013) for all four InTASC categories; 5- T-test analysis to compare statistical means (M), Standard Deviation (SD) and level of significance ( $p < .05$ ) of performance of candidates considering two assessment period, specifically in Clinical Experience (EDUC 4013) in all four InTASC categories and highlighted areas.

## Section 6. Continuous Improvement

### CAEP Standard 5

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

### CAEP Standard 5, Component 5.3

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

**6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.**

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

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

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

The following thoughts are derived from the September 2017 handbook for advanced-level programs  
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

After CAEP's site visit and recommendations, The EPP started working on important modifications. The EPP's quality assurance system (QAS) has been under deep revision in order to comply with CAEP Standard 5 and it has become the EPP priority. The QAS has been revised to adequately monitor candidates' progress and collect data regarding its program operational effectiveness. The EPP Steering Committee and Stakeholders examine CAEP's findings and recommendations and suggested a tracking system that will provide valid evidence of student's development throughout their years at the EPP and of its completers as they join the workforce and impact P-12 students. The EPP decided to structure the QAS into a three-component cycle (Figure 5.1). The three components are EPP Student Progression Stages, EPP Continuous Assessment Model, and EPP Operational Effectiveness. The first component includes different stages of mastery in students' progression throughout their academic preparation in terms of knowledge, skills, and dispositions. The EPP has adapted Trotter's theory (1986), as cited by Huitt (2006), regarding the process for the development of expertise or stages of mastery applied to the education field (Trotter, 1986). The first component includes four progression stages and assessment points in which candidates' competencies are monitored (Figure 5.2). The first progression stage is called Novice. At this stage, all candidates are admitted to the University that wishes admission to the Education Preparation Program would receive a provisional admission to the major of their interest until they satisfy the admission requirements of the EPP. According to Huitt (2006), at this first stage of attaining mastery, candidates' task is to learn to recognize specific objective facts along with fundamental concepts and specific rules of action. Their initial understanding is still incomplete at the end of the stage. The EPP programs include a variety of courses that are used to introduce candidates to the field of education (EDUC 1080, Disposition essay, EDUC 2031). The second progression stage is called Beginner. This stage is a transition phase between novice and advanced beginner. It occurs between the first and second years of the coursework. Field experiences in educational scenarios are included in more major courses (EDUC 2032 laboratories, EDUC 2890 Classroom environment croquis, EDUC 2060 Technological activities). The third progression stage is called Advanced Beginner. Following Huitt's perspective (2006), at this stage, candidates are adding to their knowledge of facts, they are recognizing previously undefined facts, obtaining new information relative to the teaching-learning process, increasing their knowledge of relevant vocabulary, concepts, and principles (EDUC 3015 Planning and Teaching three classes, EDUC 4011 and EDUC 4012 Designing and Implementing an Assessment Instrument). The fourth and final progression stage is called Competence. This stage is the point at which candidates are capable and become qualified in their desired area. For teachers, this means completing their Bachelor's degree in education and meeting initial certification requirements (EDUC 4013, Career Readiness Instrument, Exit Interview). The second component of the EPP QAS describes a comprehensive and continuous assessment model. This model objectively assesses candidates' mastery of general content and pedagogical knowledge and teaching and learning practices that candidates should master to better serve their future students. The Teacher Education Continuous Assessment Model (TECAM) (Figure 5.3) allows the EPP to identify, design, and develop multiple instruments to measure, assess and evaluate candidates' mastery of general education, pedagogies, and content mastery of areas of specialization. Each element of the TEACM includes 1- General Education Competencies- Assessment of the development and mastery of candidates' knowledge, skills, and dispositions necessary for a diverse and changing society and work environment in the globalized world of the 21st century; 2- Teacher Education Competencies- Assessment of pedagogical knowledge, skills, and dispositions of teachers teaching and learning competencies; 3- Teacher professional Competence- Assessment of specific professional competencies in specialty licensure; 4- Clinical Teaching Practices- Assessment of the mastery and application of pedagogical knowledge, skills, and dispositions in real school scenarios and domain of professional specialties competencies. The third component of the QAS cycle refers to how the EPP assesses the program's operational effectiveness (Figure 5.4). Different elements are included as part of the assessment process: candidates, academic program quality, faculty competencies, adequacy of facilities and operation, field experiences, and completers. Each element of EPP Operational Effectiveness is aligned to CAEP's standards. This alignment guarantees EPP compliance and quality assurance of the processes. The elements include; 1- Candidates (Recruitment of candidates (std 3.1), Admissions to IAUPR (std 3.1), Admission to the EPP (std 3.2), Portfolio Disposition EDUC 1080, Progress Norm (ERDU and SWDNORE) (std 3.2), Clinical Practice (std 2), Graduation Certification, PCMAS); 2- Academic program Quality (EPP Program Structure (std1), Alignment of EPP courses to PRDE, Teacher's Certification & CAEP Standards (std 1,1), Alignment of EPP course objectives to CAEP Standards (std 1.1), Students grades & GPA according to EPP requirements (std 3.3), Plan of Study); 3- Faculty Competencies (Hiring Qualified EPP faculty (std 2.2), Recruiting Clinical Educators (std 2.2), EDUC 4930 Cooperative Teacher Training, Faculty Development Plan (std 2.2), Faculty Evaluation by Academic Department (std 2.2), Faculty Evaluation for Tenure and change of contract (std 2.2); 4- Adquacy of Facilities and Operation ( Sufficient classrooms and technology laboratories assigned to the EPP, Offices assigned to the EPP, Equipment provision for faculty and students, Support services provided to EPP students, Support facilities provided to



EPP students, Institutional Satisfaction Survey); 5- Field Experiences (EPP requirements and Clinical Practice Course EDUC 4013 (std 3.3, 3.4, 3.5), Evidence of school partnership for clinical practice (std 2.1), Evidence of coherence across clinical practice course (std 2.1), Evidence of EPP requirements for approval (std 3.3), Evidence of EPP completion requirements for graduation (std 3.4), Evidence of Instrument used in clinical practice course (std 2.2, 2.3), PD1 to 6, PD-8A, Disposition Survey, Exit Interview); 6- Completer (In service (std 4.2, 4.4), Instruments IE-13, IE-14, IES-15, Employer Survey (std 4.3), IP-12 System-wide Satisfaction Survey, Stakeholders). The EPP will evaluate in detail the effectiveness of its program assuring that appropriate stakeholder are involved in program evaluation, improvement, and identification of models of excellence. The EPP is proud to present a comprehensive Quality Assurance System that will help our candidates in their process to become excellent teachers and to monitor how EPP completers are impacting P-12 students learning and career and college readiness. The EPP is currently working on the development of assessment instruments that will be available for the next academic year.

Tag the standard(s) or component(s) to which the data or changes apply.

- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation

Upload data results or documentation of data-driven changes.

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6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or s activities during a CAEP Conference or in other CAEP Communications?

Yes  No

6.3 Optional Comments

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## 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 2020 EPP Annual Report.

**I am authorized to complete this report.**

### Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

### Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.



CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

**Policy 8.05 Misleading or Incorrect Statements**

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

**Acknowledge**