

The logo for NCATE, consisting of the letters "NCATE" in a bold, red, sans-serif font.

The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

UNIVERSIDAD DE PUERTO RICO DE
MAYAGUEZ

PPMES-DECEP

PO Box 9024

Mayaguez, PR 00681-9024

April 24-28, 2010

Type of Visit:

First visit - Initial Teacher Preparation

Institutional Report

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

The University of Puerto Rico at Mayagüez (UPRM) was established as a land grant college in 1911; UPRM was created by an act of the Legislative Assembly on March 12, 1903. Following the extension of the benefits of the second Morrill-Nelson Act to Puerto Rico in 1908, what is now the University of Puerto Rico, Mayagüez Campus (UPRM) began with the establishment in Mayagüez of a College of Agricultural Sciences in 1911 and a College of Engineering in 1913, together became known as the College of Agriculture and Mechanical Arts (CAAM). In 1942 the campus was reorganized and given partial autonomy under the direction of a vice chancellor. A division of science, which eventually became the College of Arts and Sciences, was created in 1943, and the College of Business Administration was added in 1970. In 1966, the Legislative Assembly reorganized the University of Puerto Rico into a system of semi-autonomous campuses, each under the direction of a chancellor and CAAM became UPRM. Throughout its existence, the campus has one of the most selective student admission criteria in Puerto Rico. Its graduates are recruited by over one hundred companies and government agencies every year. For the past five years the total enrollment has been fairly stable averaging 12,200 students with roughly 40 percent enrolled in the College of Engineering. In 2009, the institution had a regular staff of 1,924 members and a faculty of 1,037 (Exhibit A.1.1 Undergraduate Catalogue 2009-2010). The UPRM is a strong, established campus that is positioned to accomplish innovative and significant levels of excellence. As stated in the Middle States UPRM's Self Study report, the process of carrying out self studies has been a significant opportunity to recognize the institution's strengths and acknowledge areas for progress (Exhibit A.1.2 MSUPRM's Self Study).

A.2. What is the institution's mission?

Within the philosophical framework established by the University of Puerto Rico Act, UPRM directs its efforts towards the development of educated, cultured citizens, capable of critical thinking, and professionally qualified in the fields of agricultural, social and natural sciences, engineering, humanities and business administration. They should be able to contribute in an efficient manner to the cultural, social, and economic development of the Puerto Rican and international communities. This process is aimed at endowing our alumni with a strong technical and professional background and instills a strong commitment to Puerto Rico and our hemisphere. Our alumni should have the necessary skills and knowledge to participate effectively in the search of solutions to the problems facing us, to promote the enrichment of the arts and culture, the development and transfer of technology as well to uphold the essential attitudes and values of a democratic society (Exhibit A.1.1 Undergraduate Catalogue 2009-2010).

Following the fourth goal, Evaluation and Institutional Assessment Culture from UPR systemic-wide

plan of “Diez para la Década’ (Exhibit A.2.1), UPRM developed the Strategic Plan (Exhibit A.2.2) and the Institutional Plan for the Assessment of Student Learning (Exhibit A.2.3) to assess the mission of UPRM. Both plans evolved as a result of extensive collaboration with the offices of the seven deans and other divisions of UPRM and both comprise the eight strategic goals.

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

The UPRM is a public institution located in the city of Mayagüez on the west coast of the island of Puerto Rico. Fifty-four major buildings comprise UPRM’s 215-acre main campus in a city of approximately 95,000. It is a Science Technology Engineering & Mathematics (STEM) focused, Land Grant, Sea Grant, Space Grant Hispanic Serving Institution and the second largest institution of the University of Puerto Rico system, serving more than 12,000 students every year. In the almost one hundred years since its establishment as a small college of the University of Puerto Rico in 1911, UPRM has evolved into a comprehensive institution with over 50 undergraduate and 36 graduate programs in Engineering, Agricultural Sciences, Arts and Sciences, and Business Administration. During the 2009 spring semester student enrollment reached 12,813 with 6,246 (49%) female and 1,104 (9%) graduate students. Among the four colleges, the largest enrollment was in engineering with 4,820 (38%) students, followed by sciences with 3,257 (25%) students. UPRM is one of the leading institutions awarding bachelor’s degrees to Latinos in the United States, ranking first among institutions awarding bachelor’s degrees to Latinos in engineering and biology in 2006-2007 (Exhibit A.3.1 Factbook: The condition of Latinos in Education 2008), and number one among institutions awarding engineering degrees to females in the last decade (Exhibit A.3.2 Under-represented Minorities in Engineering: A Progress Report)

A.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The main components of the teacher preparation unit are the PPMES (in Spanish Programa de Preparación de Maestros de Escuela Secundaria) and the EDAG (in Spanish Departamento de Educación Agrícola). Initial teacher preparation at UPRM is directed at forming secondary school teachers. UPRM integrates teacher preparation into disciplinary departments either through specific programs in the departments or augmented disciplinary programs. This structure supports UPRM emphasis on breadth and depth of content knowledge. The education courses including foundations, methodology, and student teaching practice are offered by PPMES or EDAG. There are 13 initial teacher preparation programs (see Table 2). PPMES is housed in the Division of Continued Education and Professional Studies (in Spanish DECEP) and EDAG is housed in the College of Agricultural Sciences. The Departments of Physical Education, Mathematical Sciences, and Physics in the College of Arts and Sciences offer bachelor degrees in education with their respective specialized education courses are also part of the teacher preparation unit. Faculty from the College of Arts and Sciences and the College of Business Administration who supervise student teaching practice or teach specialized education courses in their respective departments also form part of the teacher preparation unit. All components of the teacher preparation unit respond to the unit head, the Dean of Academic Affairs. (Exhibit B.1 Organizational Chart of the Unit)

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

**Table 1
Professional Education Faculty**

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of faculty	26	19	14	NA	59

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

**Table 2
Initial Teacher Preparation Programs and Their Review Status**

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Social Studies	Bachelor in Arts	71	NCSS	Yes	Approved	Nationally Recognized
History	Bachelor in Arts	20	NCSS	Yes	Approved	Nationally Recognized
Mathematics Education	Bachelor in Science	101	NCTM	Yes	Approved	Recognized with Conditions
Physical Sciences	Bachelor in Science	91	NSTA	Yes	Approved	Recognized with Conditions
Chemistry	Bachelor in Science	21	NSTA	Yes	Approved	Recognized with Conditions
Biology	Bachelor in Science	64	NSTA	Yes	Approved	Recognized with Conditions
English	Bachelor in Arts	38	NCTE	Yes	Approved	Recognized with Conditions
Physical Education	Bachelor in Arts	148	NASPE	Yes	Approved	To be re-submitted fall 2010
Art	Bachelor in Art	21	State (CES)	N/A	Approved	N/A
Theater	Bachelor in Arts	0	State (CES)	N/A	Approved	N/A
Spanish	Bachelor in Arts	39	State (CES)	N/A	Approved	N/A
Business Education	Bachelor in Science	48	State (CES)	N/A	Approved	N/A
Agricultural Education	Bachelor in Science	85	State (CES)	N/A	Approved	N/A

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

Table 3
Advanced Preparation Programs and Their Review Status

Program	Award Level (e.g., Master's or Doctorate)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
N/A						

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

None of the above

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

N/A

B.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B.1 UPRM Education Unit Organizational Chart
Instructions to use UPRM Institutional Report Electronic Exhibit Room

See **Attachments** panel below.

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- the vision and mission of the unit
- philosophy, purposes, goals, and institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards

- **summarized description of the unit's assessment system**

Vision of the Unit

The vision of the University of Puerto Rico at Mayagüez (UPRM) is to become a leading institution of higher education in Puerto Rico and throughout the entire American hemisphere while responding to the needs of a modern society within dynamic and diverse surroundings, and constantly searching for truth, knowledge, justice and peace. In the context of the vision and mission of UPRM, the unit aspires to develop subject matter specialists who are active teachers and lifelong learners who are highly capable, effective, dedicated educators in their fields (Exhibit C.1.1 Conceptual Framework).

Mission of the Unit

The mission of unit reflects the mission of the University of Puerto Rico. The unit's mission is to serve society by preparing professional educators who are subject matter specialists with dispositions of social, cultural, humanistic sensitivities and ethical values, who also possess competence, skills and general knowledge, all of which will allow them to be highly effective teachers. The unit prepares subject matter specialists as professional educators, committed to vanguard educational paradigms, with an inquisitive attitude, capable of creative and critical thinking, and with mastery of pedagogical and conceptual knowledge in their discipline. Consistent with the University's vision and mission, the initial teacher preparation program was designed to develop candidate knowledge and skills as professional educators. The program was established in accordance with the norms and regulations of the Department of Education of Puerto Rico (in Spanish DEPR) and those of the Board of Trustees of the University of Puerto Rico, as specified by Certifications No. 190 2000-01, No. 27 2003-04, and No. 47 2004-05 (Exhibit C.1.2).

Philosophy, purposes, and goals of the unit

This unit philosophy is expressed in the core beliefs and dispositions that drive the conceptual framework, and the delivery of courses within our programs. Framed inside the mission and vision of UPRM, the unit directs its actions and reflections towards the development of an efficient professional with the required conceptual and pedagogical knowledge for their discipline. The search for excellence in teaching is our ultimate goal and begins with the examination of established national, state, and unit standards for teaching and learning and the review of curriculum experiences and expectations in all programs. Unit constituents hold these beliefs and dispositions to be central to the accomplishment of national and Puerto Rican standards for teaching excellence leading to teacher candidates who are prepared to make a significant contribution to student learning in their chosen field. These tenets are intended to influence the teacher candidate beyond the program and throughout his or her professional development. The unit core beliefs direct the development and revision of programs, courses, design of instruction, research, service, and assessment. They influence the unit organization and design of what teacher candidates should know, the dispositions they should reflect, the skills they should be able to exhibit, and the kinds of assessment and evaluation used to gauge the performance of the teacher candidate.

The principal purpose of the unit, as stated in Certifications No. 27 2003-04, No. 47 2004-05, and No. 190 2000-01 of the Board of Trustees of the University of Puerto Rico (Exhibit C.1.2), is to offer the curricular sequence for teacher certification in secondary education in accordance with the norms and regulations of the Department of Education of Puerto Rico (DEPR). Consistent with the university vision and mission, the program offers a sequence designed to update and strengthen knowledge, skills, and dispositions of professional educators.

The unit goal is to prepare professional educators committed to new educational paradigms, leaders in

education with an inquisitive attitude, creative and critical thinkers, with a mastery of pedagogical and conceptual content in their discipline. The initial program develops cognitive, affective, psychomotor, research, technological, and communication skills that enable the candidate to enter the teaching profession as a competent teacher and fosters the lifelong learner mindset needed to expand and sustain highly effective classroom practices.

Candidate proficiencies

Ten candidate proficiencies guide the unit. These proficiencies were articulated to meet established constructivist theoretical frameworks, to incorporate the results of current educational research, and to take into account what has been shown to be effective teaching practice in Puerto Rico. As an integral part of developing these proficiencies or competencies the unit requires candidates to obtain a bachelor's program in the discipline they propose to teach. Top scores on certification exams and solid career performances by former graduates have shown this to be effective. Candidate proficiencies are grouped in the three broad categories: knowledge, skills and professional dispositions.

Knowledge

1. Possess content knowledge - Prepare teachers that understand the central concepts, tools of inquiry, and structure of their discipline in a way that they can provide learning experiences that make these aspects of the subject matter meaningful to students. Encourage teachers to seek to deepen their knowledge in their discipline, be it natural sciences, social sciences, mathematics, physical education, Spanish, English, health, humanities, business, agriculture, technology or other.
2. Possess pedagogical content knowledge - Develop pedagogical content knowledge and an understanding of a broad variety of active methodologies of teaching-learning that allows planning instruction that reflects professional standards and curriculum goals.
3. Possess knowledge of human development and learning. Prepare teachers that understand how children learn and develop so that they can provide opportunities that support their intellectual, social, and personal development promoting the integration of knowledge in all its manifestations. Prepare teachers to be consumers of sound research with the purpose of identifying fundamental strategies to encourage academic proficiency.

Skills

4. Demonstrate creative critical thinking - Contribute to the formation of free human beings who are reflexive, creative, critical thinking individuals to whom these attributes are important in their professional, social, and personal lives.
5. Exhibit comprehensive formation – communication leadership skills - Contribute to the comprehensive formation of a human being by developing his or her intellectual, emotional, and psychological abilities and his or her communication and leadership skills, as well as esthetical and ethical values. Prepare teachers to use effective verbal, nonverbal, and the use of technology to foster active inquiry, collaborations, and supportive interaction.
6. Demonstrate community building skills - Prepare teachers to foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being thereby encouraging the development of ethical, civic, moral and esthetic values in harmony with individual and collective necessities for achieving a culture of peace and justice.
7. Assessment of student learning - Prepare teachers to use formal and informal assessment strategies to provide experiences that contribute to the continuous intellectual, social and physical development of each learner. Use the evaluation process to improve the quality and effectiveness of the teaching-learning process.

Dispositions

8. Demonstrate caring dispositions - Prepare teachers to confront new challenges, social as well as educational, and to contribute to the improvement of Puerto Rico and the world. Further, prepare

teachers that can promote worthwhile personal relationships that provide stability, trust, and caring in order to increase learners' sense of belonging, self-respect and self-acceptance, and generate a positive climate for learning.

9. Demonstrate sensitivity to diversity - Prepare teachers to recognize and value a diversity of learning styles, social and talents as well as diversity related to social, economic, and cultural experiences, intelligences and talents. Furthermore, prepare teachers to value all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic origin or geographical area and to respond to this diversity of learners with the variety of instructional opportunities which promote the development of critical thinking, problem solving, and performance skills of each individual.

10. Demonstrate reflective practice - Empower teachers to keep abreast of educational innovations and promote the commitment to continual learning in order to meet the technological, educational, scientific, social, and cultural demands of the working world. Develop the reflective habits of continual evaluation of the effectiveness of classroom practices that lead to continuous professional development. For more detailed theoretical explanations see Conceptual Framework Exhibit C.1.1 and for alignments see Exhibit C.1.3 Candidate Proficiencies and Standards Alignment Matrix.

Unit assessment system summary

The assessment system includes two distinct evaluation processes to address the Secondary Education Teacher Preparation Programs and the Agricultural Education Program. The processes share the same stages in the formative assessment model. The unit assessment system is a four-stage formative model: 1) collect, aggregate and analyze data during the transition points; 2) make data and analysis available to the UPRM community (presentations at meetings, written reports, and websites); 3) discuss analyzed data, gather suggestions, and consider recommendations and possible actions during key committee meetings; and 4) implement approved actions. The diverse unit boards and committees carry out distinct unit assessment aspects under the oversight of the Teacher Education Executive Committee headed by the Dean of Academic Affairs. The unit boards and committees include: Teacher Preparation Assessment Board, Teacher Preparation Advisory Board, Methodology and Student Teaching Curriculum Committee, Comité Timón for SPA Program Reports, Institutional Report Steering Committee, and Permanent Committee of Arts and Sciences and PPMES. These committees and boards analyze the data, examine the assessment artifacts, review the instruments, and incorporate current research in the field. The guiding principle in collecting, aggregating, and analyzing data is to make decisions which lead to better prepared candidates, more effective programs, and improved unit performance. Further details of the composition and responsibilities of these boards and committees are available in the UPRM Teacher Preparation Assessment System Procedures (Exhibit 2.a1).

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

N/A

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

Upon undertaking the task for accreditation, unit faculty met to discuss aspects related to philosophy, candidate proficiencies, and program goals during 2005-2006 (Exhibit C.3.1 Meeting Agenda and Minutes). The first framework draft was submitted to the teacher preparation community for feedback and recommendations. Collaborators included clinical supervisors, candidates, education faculty, content faculty, and cooperating principals and teachers. Subsequently, a committee comprised of five professors (from PPMES, EDAG, and the College of Arts & Sciences) integrated community recommendations and submitted the resulting Preconditions in February 2007. Since then the Framework has been revised to reflect program and institutional policy changes. The latest version reflects changes that enhance the capacity of the assessment system to respond to candidate, program,

and unit needs. Specifically, unit operation assessments and program quality assessments were added to this latest version.

C.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

UPRM Conceptual Framework

See **Attachments** panel below.

STANDARDS

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs should be identified. Links to key exhibits to support the descriptions may be attached to the last prompt of each element.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard 1 when programs have been submitted for national review or similar state review. These review processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

- State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)
- Assessment Data for Element 1c (professional and pedagogical knowledge and skills)
- Assessment data for Element 1g (dispositions)
- Results of follow-up studies of graduates and employers (all standards elements)

Because program standards do not generally cover general professional knowledge and skills nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been

submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval. For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation

For Period:

2007-2009

Program	Name of Content Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all initial teacher preparation programs)	See uploaded table		

1a.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Since UPRM candidates must complete a bachelor's degree in content, depth and breadth of content knowledge is a characteristic of teachers prepared at UPRM. For the number of credits in each area see Exhibit 1a.2.1.a Content Courses and Credits. For the nature of the content course requirements in each area, see Exhibit 1a.2.1.b Content Courses and Credits.

A key assessment that demonstrates UPRM Teacher Preparation Program candidate content knowledge is candidate GPA in the area of specialization. The teacher preparation programs at UPRM for agricultural education, art, business education, and Spanish require a bachelor's degree in these areas. The disaggregated specialization GPA data for agricultural education, art, business education, Spanish, and theater candidates over the past three academic years show that 94 percent of these UPRM candidates have met the Puerto Rico Department of Education criteria of 2.5 GPA or better. See Exhibit 1a.2.2 UPRM Candidate Specialization GPA table. In fact, 64 percent of UPRM candidates in areas not reviewed by a Specialized Professional Association exceeded the UPRM target specialization GPA of

3.0. For agricultural education, art, business education, and Spanish, the specialization GPA includes at least 30 core content credit hours. So a specialization GPA of 3.0 demonstrates that candidates have acquired a depth and breadth of content knowledge. In the case of the remaining non-SPA program, theater, UPRM does not offer a bachelor's degree. Theater candidates complete a bachelor's degree in another field with a minimum of 21 credits in theater courses to meet Puerto Rico's requirements for Theater teacher certification. The only UPRM theater candidate to complete the Teacher Preparation Program in the last three academic years, finished with a 3.50 GPA overall, a 3.51 GPA in physics, and a 4.00 GPA in 24 credits in theater courses.

A second key assessment that demonstrates PPMES Teacher Preparation Program candidate content knowledge is the content knowledge section of the Classroom Observation Instrument. See Exhibit 1a.2.3a Classroom Observation Instrument and Survey Compilation. From August, 2007 to December 2009, thirty-two of forty PPMES non-SPA candidates scored above 80 percent on the Classroom Observation Instrument Content Knowledge items. See Exhibit 1a.2.3b Student Teaching Classroom Observations. A detailed item analysis of the Classroom Observation Instrument Content Knowledge items revealed that all non-SPA candidates were rated excellent 60 percent of the time and satisfactory 37 percent of the time. See Exhibit 1a.2.3b Content Knowledge Item Analysis Non-SPA Summary. During candidate teaching practice, university supervisors and cooperating teachers evaluate each candidate on six or more occasions utilizing the Classroom Observation Instrument. To score above 80 percent on the content knowledge section, a candidate must be rated excellent (target) on at least 40 percent of the content knowledge items across the six or more evaluations. The 8 candidates who failed to rate above the 80 percent target on the content knowledge section were still rated satisfactory in that area over the course of the semester.

Agricultural education candidates are evaluated with respect to content knowledge during their two student teaching courses and at two earlier instances: the curricular guide and participation in Puerto Rico's FFA agricultural exam. Over 85 percent of the candidates have met expectations at each opportunity. See Exhibit 1a.2.4 Content Knowledge Agricultural Education Candidates Summary for details.

UPRM teacher preparation programs emphasize content knowledge requiring 30 to 71 content course credits. Candidate specialization GPAs and performances on Classroom Observation Instruments show that over 90 percent of the candidates exceed UPRM criteria in content knowledge. UPRM content knowledge criteria are designed to exceed state and professional standards.

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Not applicable.

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

The Puerto Rico Teacher Certification Tests include a candidate survey section (PCMAS Survey). The aggregated results for all candidates from the institution and for all candidates in Puerto Rico are reported to UPRM annually by College Boards of Puerto Rico. In the aggregated results for the last three available years, over 50 percent of 475 UPRM candidates report having at least 30 university

credits beyond the bachelor’s degree versus less than 30 percent of the 15,333 candidates for all of Puerto Rico. Over 75 percent of 471 UPRM candidates report having more than 60 credits from outside pedagogy faculty and education departments versus less than 35 percent of 15,239 candidates for all of Puerto Rico. Further, more than 90 percent of UPRM candidates report their content preparation and their competence to teach that content as being very good or good. A comparative summary of candidate responses to content knowledge items on the PCMAS Survey from the latest reports available, reporting years 2007 through 2009, can be seen in Exhibit 1a.4.1 PCMAS Survey Content Knowledge Items Table.

The unit conducts Practice Center Principal surveys annually. In the latest (2009) PPMES Practice Center Principals Survey, 12 of the 14 (84 percent) respondents rated teachers from the UPRM Teacher Preparation Program as always demonstrating mastery of material taught. Fourteen of 19 (74 percent) Practice Center Principals responded to the survey. In the latest (2009) Agricultural Practice Center Principals Survey, eleven of the twelve (92 percent) respondents rated UPRM agriculture teachers as always demonstrating mastery of material taught. Twelve of 30 (40 percent) Agriculture Practice Center Principals responded to the survey. See Exhibit 1a.4.2a Practice Center Principals Response Table, item 22 in Exhibit 1a.4.2b PPMES Practice Center Principals Questionnaire, and items 2-3 in Exhibit 1a.4.2c Agricultural Practice Center Principals Questionnaire.

1a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Table 4. Teacher Certification Test Results
Content Credits Exhibits 1a.2.1a_1a.2.1b
Exhibit 1a.2.2 UPRM Candidate Specialization GPA
Content Knowledge Classroom Observation Exhibits 1a.2.3b_1a.2.3c_1a.2.4
Practice Center Directors Exhibits 1a.4.1_1a.4.2a_1a.4.2b_1a.4.2c_1a.4.2d

See **Attachments** panel below.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

During their Student Teaching PPMES candidates are required to prepare an Electronic Portfolio with a Teacher Candidate Work Sample (TCWS). The TCWS contains seven teaching processes identified by research and best practice as key to improved student learning. Three of the seven sections corresponding to the seven teaching processes in the TCWS demonstrate their pedagogical content knowledge and skills. These three sections are Learning Objectives, Instruction Design, and Student Learning Analysis. In the Teacher Candidate Work Sample instructions (see Exhibit 1b.1.1 TCWS Instruction Manual) each process is followed by a TCWS Standard, the Task, a Prompt and a Rubric that defines various levels of performance for the Standard. Since implementing the Electronic Portfolio with

Teacher Candidate Work Sample in the academic year 2007-2008, sixteen of twenty-one (76 percent) non-SPA candidates were rated exemplary (target) in the learning objectives section, nineteen of twenty-one (90 percent) were rated exemplary (target) in the instruction design section, and fourteen of nineteen (74 percent) were rated exemplary (target) in the student learning analysis section of the TCWS. (Two Electronic Portfolios reported no evaluation in the Student Learning section.) The Electronic Portfolios were adopted by all teaching practice supervisors in 2008-2009. For details see Exhibit 1b1.2 Teacher Candidate Work Sample Non-SPA Summary.

Another assessment of pedagogical content knowledge and skills comes from the Pedagogical Content Knowledge sections of the Classroom Observation Instrument. From August, 2007 to December 2009, thirty-nine of forty UPRM non-SPA candidates scored above 80 percent overall on the Classroom Observation Instrument Pedagogical Content Knowledge sections. The items in the Classroom Observation Instrument that measure candidate pedagogical knowledge are aligned to three proficiencies identified in the UPRM Conceptual Framework. These are 1) planning instruction, 2) teaching learning process, and 3) critical thinking. From August, 2007 to December 2009, thirty-nine of forty UPRM non-SPA candidates scored above 80 percent on items related to Planning Instruction. Thirty-nine of forty UPRM non-SPA candidates scored above 80 percent on items related to the Teaching Learning Process. Thirty-eight of forty UPRM non-SPA candidates scored above 80 percent on items related to Critical Thinking. See Pedagogical Content Knowledge Non-SPA Classroom Observation Summary Exhibit 1b.1.3a. During candidate teaching practice, university supervisors and cooperating teachers evaluate each candidate on six or more occasions utilizing a Classroom Observation Instrument. To score above 80 percent on the pedagogical content knowledge section, a candidate must be rated excellent on at least 40 percent of the pedagogical content knowledge across the six or more evaluations. A detailed analysis of all UPRM candidate performance on the planning instruction items revealed that candidates were rated excellent (target) over 80 percent of the time. They were rated excellent over 85 percent of the time with respect to the teaching learning process and with respect to critical thinking. See Pedagogical Content Knowledge Classroom Observation Item Analysis Exhibit 1b.1.3b.

Agricultural education candidates are evaluated with respect to pedagogical content knowledge during their two student teaching courses and at three earlier instances: the curricular guide, the micro-teaching activity, and a pre-post exam. Over 80 percent of the candidates have met expectations at each opportunity. See Exhibit 1b.1.4 Pedagogical Content Knowledge Agricultural Education Candidates Summary for details.

Evaluations of Teacher Candidate Work Samples and summaries of Classroom Observations indicate that UPRM candidates demonstrate the pedagogical content knowledge and skills delineated by UPRM, Puerto Rico, and the respective professional standards.

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

Not applicable.

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

The Puerto Rico Teacher Certification Tests include a candidate survey section (PCMAS Survey). College Board reports the aggregated results for UPRM test takers to UPRM annually. In the reports for the last three available years, over 90 percent of responding UPRM candidates reported their education courses and their clinical practices as having been good or very good. Over 90 percent report their preparation as teachers as having been more than satisfactory or very satisfactory. For a comparative summary of candidate responses on the PCMAS Survey, see Exhibit 1b.3.1 PCMAS Survey Pedagogical Content Knowledge Items Table.

In the latest (2009) PPMES Practice Center Principals Survey, the 14 respondents (79 percent of 19 asked) rated teachers from the UPRM Teacher Preparation Program as always or almost always displaying the ideal with respect to pedagogical content knowledge and skills on 97 percent of their responses. In the latest (2009) Agricultural Practice Center Principals Survey, the 12 respondents (40 percent of 30 asked) rated teachers from the UPRM Teacher Preparation Program as always displaying the ideal with respect to pedagogical content knowledge and skills on 89 percent of their responses. See items 23-26, 29, 46, and 47 in Exhibit 1a.4.2b 2009 PPMES Practice Center Principals Questionnaire and items 31-33 in Exhibit 1a.4.2c 2009 Agricultural Practice Center Principals Questionnaire. See Exhibit 1a.4.2a Practice Center Principals Response Table and Exhibit 1a.4.2d Practice Center Principals Survey Results and Summary.

The unit also conducts its own End of Program survey. In the December, 2009 survey, the respondents rated the preparation obtained from the UPRM Teacher Preparation Program with respect to pedagogical content knowledge and skills as good or excellent on 99 percent of their responses. All 35 candidates surveyed responded. See Exhibit 1b3.3a End of Program Responses and Exhibit 1b3.3b End of Program Questionnaire.

1b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)

Teacher Work Sample Exhibits 1b.1.1_1b.1.2
Pedagogical Content Knowledge Classroom Observation Exhibits 1b.1.3a_1b.3.3b_1b.3.4
PCMAS Survey and End of Program Pedagogical Content Knowledge Survey Info Exhibits 1b.3.1_1b.3.3a-1b.3.3b

See **Attachments** panel below.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Over 90 percent of UPRM candidates passed the Puerto Rico Teacher Certification Test (PCMAS) Professional Competencies Test Secondary Level over the past three years. See Exhibit 1c.1.1 PCMAS Professional Knowledge Test Results. This test examines candidates in the areas of philosophical foundations of education, human growth and development, social and psychological foundations of education, as well as teaching methodology and assessment. Since the inception of Teacher Certification Tests in Puerto Rico, the UPRM passing rate has been in the top quartile of all institutions preparing teachers in Puerto Rico. This demonstrates that UPRM candidates meet the professional and pedagogical

knowledge required by professional and state standards to facilitate learning.

A key assessment that indicates that initial teacher candidates meet UPRM professional and pedagogical knowledge standards is their GPA in foundations of education courses. The unit requires a 2.5 GPA in foundations of education courses; see Transition Point #2 in the Candidate Performance Assessment section of Exhibit 2a.1 UPRM Teacher Preparation Assessment System Procedures. Over the past three academic years, over ninety percent of three hundred twenty two UPRM candidates have earned a 3.00 GPA or better in their foundations of education courses demonstrating the acquisition of fundamental professional and pedagogical knowledge. See Exhibit 1c.1.2 UPRM Candidate GPA in Foundations of Education courses.

An important assessment of professional and pedagogical knowledge and skills comes from the summary of the comprehensive formation sections of the Classroom Observation Instrument. The items in the Classroom Observation Instruments that measure candidate comprehensive formation are subdivided to align with four particular proficiencies identified in the UPRM Conceptual Framework under the area of comprehensive formation. These are 1) professionalism and responsibility, 2) values and ethics, 3) psychological strategies, and 4) communication skills. From August, 2007 to December 2009, thirty-nine of forty UPRM non-SPA candidates scored above 80 percent on items related to professionalism and responsibility, on the items related to psychological strategies, and on the items related to communication skills. Forty of forty UPRM non-SPA candidates scored above 80 percent on the items related to values and ethics and overall with respect to comprehensive formation. To score above 80 percent on the comprehensive formation section or any of the subsections, a candidate must be rated excellent on at least 40 percent of the corresponding items across the six or more evaluations.

Agricultural education candidates are evaluated with respect to comprehensive formation and communications skills during their final student teaching course and at three earlier instances: the curricular guide, the reflective essay on a one-time field experience, and participation in the Puerto Rico FFA agricultural exam. Over 95 percent of the candidates have met expectations at each opportunity. See Exhibit 1c.1.3a Comprehensive Formation Assessment Summary for details.

A detailed analysis of all UPRM candidate performance on the comprehensive formation items revealed that candidates were rated excellent (target) 89 percent of the time. They were rated excellent over 90 percent of the time with respect to professionalism and responsibility and with respect to values and ethics. They were rated excellent over 84 percent of the time with respect to psychological strategies and with respect to communication skills. The candidates were rated satisfactory or excellent over 99 percent of the time with respect to each of the four particular proficiencies. See Exhibit 1c.1.3b Comprehensive Formation Item Analysis for details of performance with respect to subsections and disciplines.

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

The first assessment that shows initial PPMEs candidates are able to consider the school, family, and community contexts; the prior experiences of students; and know major schools of thought about schooling, teaching, and learning is the educational philosophy essay prepared and scored initially in the required educational philosophy course. Of the 173 candidates who approved the course during the past two semesters, 95 percent performed acceptably on the essay and 56 percent produced exemplary essays (see Exhibit 1c.2.1a Educational Philosophy Essay Results). The educational philosophy essay scoring rubric (see Exhibit 1c.2.1b Educational Philosophy Scoring Rubric) takes consideration of the school, family, and community contexts and major schools of thought into account under the education model and objectives section. In this section 88 percent of the 173 candidates were rated acceptable or better and 60 percent were rated exemplary. The scoring rubric addresses student differences including prior

experiences in the professional role / teaching qualities and skills segment. In this section 90 percent of the 173 candidates were rated acceptable or better and 58 were rated exemplary. See Exhibit 1c.2.1c Educational Philosophy Score Summary 2008-2009 for further details.

During their teaching practice, initial candidates are required to include a revision of their educational philosophy essay in their electronic portfolio. In that revision, they must show and explain changes. All of the 34 candidates for whom detailed electronic portfolio performance analysis has been completed have fully met the criteria (total score over 80 percent) set for a successful portfolio. In the Reflection and Self-evaluation portion of the electronic portfolio, 85 percent met the criteria for exemplary (target) performance in this area. See Exhibit 1c.2.2a Teacher Candidate Work Sample Summary 2007-2009 and Exhibit 1c.2.2b E-Portfolio Evaluation Sheet and Rubric. For candidate by candidate performance see Exhibit 1c.2.2c TCWS Performance Summary 2007 2009.

Assessments of candidate reflective practices and ability to take school, family, and community into consideration are made during their teaching practice in the reflective practice and building community portions of the Classroom Observation Instrument. From August, 2007 to December 2009, thirty nine of forty (98 percent) UPRM non-SPA candidates were rated exemplary (scored above 80 percent) in the Reflective Practice portion and thirty five of forty (83 percent) were rated exemplary in the building community portion. See Exhibit 1a.2.3b Non-SPA Candidate Proficiencies Classroom Observation Summary 2007-2009. During candidate teaching practice, university supervisors and cooperating teachers evaluate each candidate on six or more occasions utilizing a Classroom Observation Instrument. To score above 80 percent on any portion, a candidate must be rated excellent on at least 40 percent of the items in that portion over the course of the six or more evaluations. A detailed analysis of all UPRM candidate performance on the classroom observation items revealed that candidates were rated excellent (target) on 88 percent of reflective practice items and on 85 percent of the building community items. See Exhibit 1c.2.3b Reflective Practice and Building Community Item Analysis.

All UPRM initial candidates prepare to consider and work with the Nature and Needs of Exceptional Learners in a three credit course with the same title. During the course, candidates observe both special education classrooms and inclusive classrooms. Candidates are required to develop classroom activities that could be utilized with the exceptional learners in the observed classrooms.

In Puerto Rico, working with the community is a particularly important aspect of the agriculture teacher's duties, more so than for teachers of the usual academic subjects. Agricultural education candidates are evaluated with respect to community building skills and professional disposition with the community during their student teaching courses. Over 95 percent of the agricultural candidates have met expectations at each opportunity. See Exhibit 1c.2.3a Agriculture Candidate Proficiencies on Key Assessments for details.

The Puerto Rico Teacher Certification tests include pedagogical situations in the Professional Competencies Test Secondary Level and the Content Specialization Tests. Reports to UPRM on candidate pedagogical situation performance are limited to average and standard deviation. However, in the most recent report, Informe Institucional Marzo 2008, UPRM candidate averages in the pedagogical situation on the different tests ranged from significantly higher to a full standard deviation higher than the average for all Puerto Rico candidates. See Exhibit 1c.2.4 Informes Institucionales de las Pruebas para Certificar Maestros.

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Not applicable

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

In the latest (2009) PPMES Practice Center Principals Survey, the 14 respondents (79 percent of 19 asked) rated UPRM prepared teachers as always or almost always displaying the ideal with respect to professional and pedagogical knowledge and skills on 95 percent of their responses. In the latest (2009) Agriculture Practice Center Principals Survey, the 12 respondents (40 percent of 30 asked) rated UPRM prepared teachers as always displaying the ideal with respect to professional and pedagogical knowledge and skills on 93 percent of their responses. See items 21,24,27,28, 30, 31, 39, 48, 49, and 50 in Exhibit 1a.4.2b PPMES Practice Center Principals Questionnaire and items 22-25 and 34 in Exhibit 1a.4.2c Agriculture Practice Center Principals Questionnaire. See Exhibit 1a.4.2a Practice Center Principals Response Table and Exhibit 1a.4.2d Practice Center Principals Survey Results and Summary. The Puerto Rico Teacher Certification Tests include a candidate survey section (PCMAS Survey). College Boards reports aggregated survey results for UPRM test takers annually to UPRM. In the aggregated results for the past three years, over 90 percent of responding UPRM candidates reported their education courses and their clinical practices as having been good or very good. Over 90 percent of responding UPRM candidates report their preparation as teachers as having been more than satisfactory or very satisfactory. A comparative summary of candidate responses can be seen in Exhibit 1c.4.1 PCMAS Survey Pedagogical Knowledge and Professional Skills Items Table. In the latest unit End of Program survey (December, 2009), the respondents rated the preparation obtained from the UPRM Teacher Preparation Program with respect to professional and pedagogical knowledge and skills as good or excellent on 93 percent of their responses. See questions 1-8 and 15 in Exhibit 1b3.3b End of Program Questionnaire. See Exhibit 1b3.3a End of Program Responses for tabulated responses.

1c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Professional Knowledge Exhibits 1c.1.1_1c.1.2_1c.1.3a _1c.1.3b
Educational Philosophy Essay Exhibits 1c.2.1a 1c.2.1b 1c.2.1c
TCWS Performance Exhibits 1c.2.2a 1c2.2b 1c2.2c
Classroom Observation Professional Skills Exhibits 1c.2.3a 1c.2.3b
Exhibit 1c.4.1 PCMAS Survey Pedagogical Knowledge and Professional Skills Items Table

See **Attachments** panel below.

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement

meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

During their Student Teaching PPMES candidates are required to prepare an Electronic Portfolio with a Teacher Candidate Work Sample (TCWS). In the TCWS instructions (see Exhibit 1b.1.1 TCWS Instruction Manual) each process is followed by a standard, the task, a prompt, and a rubric that defines levels of performance for the standard. Three of the seven TCWS standards address the candidate effects on student learning: assessment plan, instructional decision making, and student learning analysis.

The assessment plan portion of the TCWS is designed to measure student performance before, during, and after the instruction unit. In the assessment plan portion of the portfolio, 89 percent of the 21 non-SPA candidates were rated exemplary (target). The instructional decision making portion of the TCWS asks the candidate to give examples of using on-going student learning analysis to make instructional decisions. In the Instructional decision making portion all the candidates were rated exemplary. In the student learning analysis portion of the TCWS candidates must analyze student assessment data, including pre/post assessments and formative assessments to determine progress related to the unit learning goals. In the student learning analysis portion of the TCWS 74 percent of the candidates were rated exemplary. See Exhibit 1b.1.2 Teacher Candidate Work Sample Non-SPA Summary. For candidate by candidate performance see Exhibit 1c.2.2c TCWS Performance Summary 2007-2009; see Exhibit 1c.2.2b E-Portfolio Evaluation Sheet and Rubric.

Agricultural Education candidates are evaluated with respect to analysis and assessment of student learning during their last teaching practice course and at three earlier instances: the curricular guide, the micro-teaching activity, and Puerto Rico's FFA Agricultural exam. Over 80 percent of the candidates have met expectations at each opportunity. See Exhibit 1d.1.2 Agriculture Student Learning Assessment and Analysis Summary for details.

The Classroom Observation Instrument includes an assessment portion that was designed to monitor candidate development with respect to student learning. Helping candidates develop their abilities to assess student learning and to make effective use of assessment information is the shared responsibility of the university supervisor and the cooperating teacher. From August, 2007 to December 2009, 40 of 40 (100 percent) UPRM non-SPA candidates and 53 of 56 (94 percent) of UPRM SPA candidates were rated exemplary (scored above 80 percent) on the assessment portion of Classroom Observation Instrument. See Exhibit 1a.2.3b Teaching Practice Classroom Observations. A detailed analysis of performance on the Assessment items revealed that UPRM Non-SPA candidates were rated excellent (target) over 95 percent of the time and UPRM SPA candidates were rated excellent over 90 percent of the time. See Exhibit 1d.1.1a Assessment Item Analysis.

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

Not applicable.

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that

attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

The unit conducts Practice Center Principal surveys annually. In the latest (2009) PPMES Practice Center Principals Survey, the fourteen respondents rated teachers from the UPRM Teacher Preparation Program always (highest possible rating) displaying the ideal with respect to student learning on 62 percent of their responses. They rated UPRM prepared teachers as always or almost always displaying the ideal with respect to student learning on 94 percent of their responses. Fourteen of nineteen (79 percent) PPMES Practice Center Principals responded to the survey. See items 33, 34, and 40-45 in Exhibit 1a.4.2b PPMES Practice Center Principals Questionnaire. In the latest (2009) Agricultural Practice Center Principals Survey, the twelve respondents rated UPRM agriculture teachers as always displaying the ideal with respect to student learning on 91.5 percent of their responses. Twelve of 30 (40 percent) Agriculture Practice Center Principals responded to the survey. See items 13, 15, 19, 21, 26, and 30 in Exhibit 1a.4.2c Agricultural Practice Center Principals Questionnaire. Also see Exhibit 1a.4.2a Practice Center Principals Response Table and Exhibit 1a.4.2d Practice Center Principals Survey Results and Summary.

In the latest (2009) End of Program survey of completers, the completers rated their preparation with respect to disposition to teach as excellent on 64 percent of their responses. They rated the preparation obtained from the UPRM Teacher Preparation Program with respect to disposition to teach as good or excellent on 98 percent of their responses. All 35 candidates surveyed responded, but not necessarily to every question. See questions 11-13 in Exhibit 1b.3.3b End of Program Questionnaire. Also, see Exhibit 1b.3.3a End of Program Responses.

1d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Exhibit 1d.1.1a Assessment Item Analysis
Exhibit 1d.1.2 Agriculture Student Learning Assessment and Analysis Summary
Exhibit 1d.4 Classroom Observation Item Analysis

See **Attachments** panel below.

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Table 5
Pass Rates on Licensure Tests for Other School Professionals

For Period:

Not applicable

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)	Not applicable		

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

Not applicable

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

Not applicable

1e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

Not applicable

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student leaning could be attached at Prompt 1f.3 below.]

Not applicable

1f.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

The candidate proficiencies are the basis of the UPRM conceptual framework. The key assessments, transition points, program requirements, and course syllabi for the Teacher Preparation program are aligned with that conceptual framework precisely to develop the proficiencies in UPRM candidates to make them highly effective teachers. See Exhibit C.1.1 Conceptual Framework. There are three proficiencies in the conceptual framework that align with professional dispositions. These are: caring dispositions, sensitivity to diversity, and reflective practice.

Each of these professional dispositions is assessed through a number of items on the Classroom Observation Instrument. From August, 2007 to December 2009, 94 of 96 (98 percent) UPRM candidates were rated exemplary (scored above 80 percent) in the Classroom Observation Instrument caring disposition portion. In the same time period 93 of 96 (96 percent) were rated exemplary in the sensitivity to diversity portion and 90 of 96 (94 percent) were rated exemplary in the reflective practice portion. During candidate teaching practice, university supervisors and cooperating teachers evaluate each candidate on six or more occasions utilizing a Classroom Observation Instrument. To score above 80 percent on any section, a candidate must be rated excellent (target) on at least 40 percent of the items over the course of the six or more evaluations. See Exhibit 1a.2.3a Classroom Observation Instrument and Survey Compilation. A detailed analysis of all UPRM candidate performance on the Classroom Observation items shows that candidates were rated excellent with respect to caring dispositions over 93 percent of the time, excellent with respect to sensitivity to diversity over 88 percent of the time, and excellent with respect to reflective practice over 91 percent of the time. See Exhibit 1g.1.1 Professional Dispositions Item Analysis.

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Candidate fairness is assessed through a number of items in the values/ethics subsection of the comprehensive formation section and the caring disposition sections of the Classroom Observation Instrument. See Exhibit 1a.2.3a Classroom Observation Instrument and Survey Compilation. From August, 2007 to December 2009, 94 of 96 (98 percent) UPRM candidates were rated exemplary in the caring disposition portion of the Classroom Observation Instrument and 91 of 96 (95 percent) were rated exemplary in the values/ethics portion. See Exhibit 1a.2.3b Teaching Practice Classroom Observations and Exhibit 1c.1.3a Comprehensive Formation Non-SPA Classroom Observation Summary. During candidate teaching practice, university supervisors and cooperating teachers evaluate each candidate on six or more occasions utilizing a Classroom Observation Instrument. To be rated exemplary, a candidate must score above 80 percent. To score above 80 percent in any portion of the Classroom Observation Instrument, a candidate must be rated excellent (target) on at least 40 percent of the items over the six or more evaluations. A detailed analysis of all UPRM candidate performance on the classroom observation items shows that all candidates were rated excellent with respect to caring dispositions over 93 percent of the time and excellent with respect to values/- ethics over 90 percent of the time. See Exhibit 1c.1.3b Comprehensive Formation Item Analysis and Exhibit 1g.1.1 Professional Dispositions Item Analysis. Candidates also prepare an Electronic Portfolio with Teacher Candidate Work Sample during their teaching practice. In the TCWS, candidates must analyze a variety of contextual factors and show how instruction has been designed to take the contextual factors into account and meet student needs. See Exhibit 1b.1.1 TCWS Instruction Manual. 31 of 34 (91 percent) of UPRM Candidates were rated exemplary in the contextual factors portion of the TCWS.

Candidate dispositions are evaluated early in the required Writing Skills and Teaching Dispositions Test for formative purposes. Candidates who do not perform well in either the writing skills or disposition portion of the test are referred for career counseling, tutoring, or additional courses. Candidate

dispositions and attitudes about learning are also evaluated formatively in their Philosophical Foundations of Education and the Nature and Needs of Exceptional Learners courses.

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Three sections of the Classroom Observation Instrument are aligned to three professional disposition proficiencies identified in the UPRM Conceptual Framework. These are 1) comprehensive formation, 2) caring dispositions, and 3) sensitivity to diversity. See Classroom Observation Instrument and Survey Compilation Exhibit 1a.2.3a. From August, 2007 to December 2009, ninety-six of ninety-six (100 percent) UPRM candidates were rated exemplary in the Classroom Observation Instrument comprehensive formation section. See the Comprehensive Formation Non-SPA Classroom Observation Summary Exhibit 1c1.1a and the Non-SPA Candidate Proficiencies Classroom Observation Summary 2007 2009 Exhibit 1c2.3a. In the same period, forty of forty (100 percent) Non-SPA candidates and fifty-four of fifty-six (96 percent) SPA candidates were rated exemplary in the Classroom Observation Instrument Caring Dispositions section. In the same period, forty of forty (100 percent) Non-SPA candidates and fifty-three of fifty-six (95 percent) SPA candidates were rated exemplary in the Classroom Observation Instrument sensitivity to diversity section. During candidate teaching practice, university supervisors and cooperating teachers evaluate each candidate on six or more occasions utilizing a Classroom Observation Instrument. To be rated exemplary on any portion, a candidate must be rated excellent (target) on at least 40 percent of the items over the course of the six or more evaluations. A detailed analysis of all UPRM candidate performance on the classroom observation items shows that candidates were rated excellent with respect to comprehensive formation over 89 percent of the time, excellent with respect to caring dispositions over 93 percent of the time, and excellent with respect to sensitivity to diversity over 85 percent of the time. See Exhibit 1c.1.3b Comprehensive Formation Item Analysis and Exhibit 1g.1.1 Professional Dispositions Item Analysis.

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

The unit conducts a Practice Center Principals survey annually. In the latest (2009) Practice Center Principals Survey, the fourteen respondents rated teachers from the UPRM Teacher Preparation Program always (highest possible rating) displaying the ideal with respect to disposition to teach on 73 percent of their responses. They rated UPRM prepared teachers as always or almost always displaying the ideal with respect to disposition to teach on 96 percent of their responses. Fourteen of nineteen (79 percent) Practice Center Principals responded to the survey. See items 33, 34, and 40-45 in Exhibit 1a.4.2b PPMES Practice Center Principals Questionnaire. See Exhibit 1a.4.2a Practice Center Principals Response Table and Exhibit 1a.4.2d Practice Center Principals Survey Results and Summary. In the latest (2009) End of Program survey of completers, the completers rated their preparation with respect to disposition to teach as excellent on 64 percent of their responses. They rated the preparation obtained from the unit program with respect to disposition to teach as good or excellent on 98 percent of their responses. All 35 candidates surveyed responded, but not necessarily to every question. See questions 11-13 in Exhibit 1b.3.3b End of Program Questionnaire. Also, see Exhibit 1b3.3a End of Program Responses.

1g.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Exhibit 1g.1.1 Professional Dispositions Item Analysis
Exhibit 1g.2.1 Caring Dispositions Item Analysis

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 1?

The UPRM teacher preparation program emphasizes content knowledge requiring 30 to 72 content course credits. The details of content course requirements can be seen in Exhibit 1a.2.1a Content Credits per Program and Exhibit 1a.2.1b Content Courses and Credits. The breadth and depth of UPRM candidate content knowledge base is reflected in their performance on Puerto Rico's Teacher Certification Specialization tests and in the evaluations of their performance during teaching practice. At UPRM the candidates are the strongest feature of the teacher preparation program. UPRM is one of the most selective higher education institutions in Puerto Rico, so candidates should perform well with respect to content knowledge and learning. Teacher Preparation Program completers also demonstrate a strong commitment to the teaching profession. At the end of each semester, the candidates completing student teaching share their experiences with peers and faculty. During these moments, they reveal their individual and collective transformation from efficient learners to passionate teachers. Whether the unit produces this transformation or it is a more a result of their experience working with the students in the schools, the UPRM Teacher Preparation Program produces teachers with the knowledge, skills, and dispositions to help students learn.

2. What research related to Standard 1 is being conducted by the unit or its faculty?

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STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The unit assessment system collects information on candidate proficiencies as outlined in the unit conceptual framework (Exhibit C.1.1 Unit Assessment System Description section in UPRM Conceptual Framework p.28-43). The unit conceptual framework is aligned with UPRM student learning standards, Puerto Rico Council for Higher Education state standards, professional NCATE

standards, specialized professional associations standards, and with INTASC performance standards (Exhibit C.1.1 Candidate Proficiencies-Standards Alignment Matrix in UPRM Conceptual Framework p.21-27). By addressing each candidate proficiency with one or more assessment artifacts and by aligning each artifact in the system with the conceptual framework, the unit ensures the system collects the information needed on candidate proficiencies. Candidate assessment artifacts are designed to measure specific proficiencies as described in the conceptual framework. The collection of information on candidate proficiencies is a continuous process. The information collected is reviewed as candidate pass the various transition points (Exhibit 2a.1 Candidate Performance Assessment section in UPRM Teacher Preparation Assessment System Procedures). The unit conceptual framework links course work to the assessment system to systematically monitor candidate progress through the program. Through coursework, field experiences, and clinical experiences, candidate progress is reviewed regularly and candidate is advised accordingly.

Each of the proficiencies identified was generated from the theoretical and philosophical conceptual framework for which INTASC standards were used as a blueprint. Candidate proficiencies are grouped in the categories of knowledge, skills, and dispositions. When a committee revises an assessment artifact, the revision must align with the curricular framework and address the relevant candidate proficiencies.

Some assessment artifacts, such as the Writing Skills and Teaching Dispositions Test, are used across all teaching disciplines. Other assessment artifacts such as required content courses, Student Teaching Portfolios, and classroom observation instruments vary to meet the particular needs of the teaching discipline. For example, the classroom observation instrument (COI) in science includes items related to laboratory safety while mathematics requires a course in number theory, and Agricultural Education requires evidence of voluntary community service in the Student Teaching Portfolios. Even though artifacts vary, they still measure the same candidate proficiencies and are aligned to the same curricular framework. The Teacher Candidate Work Sample (TCWS) is a valuable key assessment which evaluates all ten candidate proficiencies. Some candidate proficiency assessments are longitudinal extending across several semesters. For example, PPMES candidate write an educational philosophy essay in their Philosophy of Education course, revise the essay during their methodology course, and revisit it again as they complete their teaching practice. In Agricultural Education, portfolios are prepared and assessed across several courses to measure candidate progress and to promote candidate reflective habits.

Ongoing collection, revision, discussion, and modification of assessment data by the unit as well as by faculty committees ensure continued alignment of assessment artifacts with the conceptual framework (Exhibit 2a.1.2 Agendas & Exhibit 2a.1.3 Minutes of IR and other committee meetings are posted online at <http://sites.google.com/site/irncateuprm/reuniones>). The unit views the assessment system and the conceptual framework as work in progress which can be refined and improved through experience, feedback, discussion, and study.

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

**Table 6
Unit Assessment System: Transition Point Assessments**

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
See uploaded table					

2a.3. How is the unit assessment system evaluated? Who is involved and how?

UPRM began the design of the program assessment system in 2005 in preparation for the submission of the preconditions in February 2006. The teacher education programs developed a unit assessment system based on the unit conceptual framework. While data were and continue to be collected from that point, significant modifications, improvements, and revisions have occurred within the assessment system over the years. The Teacher Education Assessment Board (TEAsB) has primary responsibility for evaluating the unit assessment system. The Teacher Education Assessment Board receives input from various committees and boards including the Methodology and Student Teaching Curriculum Committee, the Comité Timón for Program Report, the IR Steering Committee, and the Teacher Education Advisory Board (TEAdB). The Teacher Education Executive Committee receives the evaluation and recommendations from the Teacher Education Assessment Board regarding the assessment system and chooses a course of action. The Teacher Education Assessment Board reviews assessment artifacts, instruments, and procedures. They also analyze data to make modifications and improvements based on the actual use of assessments, feedback from the field, as well as ongoing research. While the unit modifies what data or how data is collected, organized, maintained, or analyzed; the purpose of the assessment system remains to evaluate and improve candidate, program, and unit performance (in Exhibit 2a.1 UPRM Teacher Preparation Assessment System Procedures, see Table 1 Committees: their Functions and Members and meeting minutes at <http://sites.google.com/site/irncateuprm/reuniones>)

The TEAsB is responsible for the collection of data, data entry, statistical analysis, and studies required to assess the effectiveness of the programs. The board, the program coordinators, and the program directors share the responsibility for the interpretation of the assessment results. At board, committee, and faculty meetings, assessment data are discussed as well as possible improvements in assessment tools or data collection methods. Specific aspects of the assessment system are discussed with external constituencies at both the Teacher Education Advisory Board meetings and in meetings with practice teaching supervisors (Exhibit 2a.3.1 Boards web site at <https://sites.google.com/site/ppmesuprm/home>). These discussions focus on the nature of assessment data collected, broad results, and suggestions regarding the applicability of the assessment system in light of 7-12 school realities. Among the multiple committees and boards that work with unit assessment system and unit data, the TEAsB is the one in charge of overseeing the operation and evaluation of the assessment system.

Recognizing that success of an academic institution in today's changing environment requires processes aimed at continuous improvement, UPRM requires every program and organization to develop a strategic plan for improvement which includes professional accreditation when available. Assessment of institutional effectiveness at UPRM occurs on both institutional and unit levels. The Office of Continuous Improvement and Assessment (in Spanish OMCA) serves to develop and monitor program assessment efforts at the institutional level. The unit submitted the assessment system plan to OMCA which certified the unit assessment plan complies and aligns with institutional strategic plan (<http://www.uprm.edu/omca/>)

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

With regard to fairness, the unit takes measures to be certain candidate knows what is expected of them, how to meet these expectations, and how they will be evaluated. Both PPMES and EDAG maintain web sites where program requirements, forms, and manuals are readily available (see online http://www.uprm.edu/educon/ppmes_formularios.html and <http://www.uprm.edu/agricultura/edag/index.php>). In addition, the unit requires candidate to attend a week-long orientation sessions about expectations. The manuals cover teaching practice, methodology, and in PPMES the Electronic Portfolio (E-Portfolio) which includes the Teacher Candidate Work

Sample (TCWS). Candidate develop their E-Portfolio over three courses, starting in computers in the classroom course, continuing in the methodology, and in the student teaching courses. The TCWS was developed from the pioneering efforts of the Renaissance Group and aligned with the unit conceptual framework. The conceptual framework is aligned with institutional standards, state standards, professional standards, and INTASC performance standards. All candidate assessments must be aligned with the conceptual framework. The same criteria established under the broader categories of knowledge, skills and dispositions expressed in the conceptual framework appear in key assessments. This way, the unit assures assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards.

To ensure consistency and accuracy, directors schedule semester workshops and orientations for teacher candidates, cooperating teachers and school directors, university supervisors, and methodology professors (Exhibit 3.5 Meetings). This assures everyone involved in the process understands expectations, forms, and assessment instruments so all can effectively work to achieve objectives and make sure key assessments are accurate because they measure what they intend to measure. Each assessment instrument, revised or created, is subjected to a continuous improvement review by all stakeholders involved to verify consistency, fairness, accuracy, and freedom from bias. The school and university faculty discuss changes to instruments among themselves and with candidate. Limitations with the rubrics of key assessments which may introduce sources of bias were openly discussed in committees and clinical faculty meetings. Instructions and timing of assessments were clearly stated and shared with faculty and candidate. To ensure consistency and freedom of bias, the assessment instructions and scoring guide were reviewed by faculty to identify and eliminate problems such as missing content information and vague instructions, and poorly worded questions. Furthermore, an education researcher reviewed each assessment to guarantee freedom of bias in terms of gender, race, and ethnicity while exhibiting sensitivity to issues of labeling (Exhibit 2a.4).

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

UPRM requires every program and organization to develop a strategic plan for improvement which includes professional accreditation when available as established the Institutional Plan for the Assessment of Student Learning (Exhibit 2a.5.1) and mandated in Institutional Policy Certification #138 2003-2004 9Exhibit 2a.5.2). Therefore the unit uses a number of assessments and evaluations to allow for feedback and suggestions to manage and improve unit operations and programs. University-wide course evaluation process allow candidate to give regular feedback each semester on instructor performance with respect to: general academia, teaching, service, research and creative work to facilitate student learning, (Exhibit 2a.5.3 Cuestionario de Opinión Estudiantil <http://www.uprm.edu/evaluaciondocente/docs/COE.pdf>). The information provided by the Cuestionario de Opinión Estudiantil (student opinion survey) is reviewed each semester individually for each instructor by directors and discussed in a personal goal-setting conference with the individual instructor. This is done particularly if the results denote a need for improvement. When directors have spotted repeated areas for improvement they arrange special themed professional development activities with the institutional Professional Enrichment Center (CEP) (<http://uprm.edu/cep/>).

An end-of-program evaluation is given to each candidate at the end of the Student Teaching course (Exhibit 2a.5.4 UPRM Assessment Instruments Compilation). The form asks candidates to answer quantitative questions about the quality of the education program, advising, field experiences, and connection to the conceptual framework, as well as qualitative questions about the program and suggestions for improvements. Results of these evaluations are aggregated and discussed in program meetings to improve courses, professor performance, administrative process, and physical facilities. (Exhibit 2a.5.5 Teacher Program Minutes and Exhibit 2a.5.6 End of Program Survey Results).

Assessments and evaluations commonly used to manage and improve unit operations are alumni surveys, admission and retention data, and the PCMAS Battery of Tests (Exhibit 2a.5.7 Summaries of data from key assessments used at transition points).

2a.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Table 6 UPRM Transition Points

See **Attachments** panel below.

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- **How are the data collected?**
- **From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- **How often are the data summarized and analyzed?**
- **Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
- **In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
- **What information technologies are used to maintain the unit's assessment system?**

How are the data collected?

The unit collects a variety of data regarding candidate performance, unit operations, and program quality in the four transition points (TP) and after program completion (with PCMAS surveys and employer questionnaires). Transition points for the PPMES are as follow: TP # 1) Entrance to the Teacher Preparation Program of Secondary Education; TP# 2) Enrollment in Theory and Methodology Course; TP # 3) Admission to Student Teaching; and TP# 4) Program Completion.

The major sources of data for candidate performance assessment are: candidate transcripts, field and clinical observations, E-Portfolio with TCWS, Content Portfolios (EDAG), Teacher Certification Test Results (PCMAS), surveys, and questionnaires. Additional candidate data sources include: General Admission Index (IGS), Writing Skills and Teaching Dispositions Test, and Educational Philosophy Essay. Unit operation and program quality assessment include: enrollment projections and demand, faculty evaluations, cooperating teacher evaluations, and PCMAS surveys and employee questionnaires. Data from these sources serve multiple purposes; consequently they are subject to multiple processes.

From whom (e.g., applicants, candidates, graduates, faculty) are data collected?

The UPRM Teacher Preparation Assessment System Procedures document (Exhibit 2a.1) explains in detail processes of collecting, aggregating, disaggregating, and analyzing assorted data including: how are they collected, from whom are they collected, how often are they collected and analyzed, who is responsible for aggregating and analyzing the data, as well as how is that information used and by

whom.

How often are the data summarized and analyze and whose responsibility is it to summarize and analyze the data?

In brief, there are five principal places where the data are collected, summarized, and used: the Agricultural Education Program (EDAG) Department, the office of Teacher Preparation Program in Secondary Education (PPMES), the Division of Continued Education and Professional Studies (DECEP), the Office of Institutional Research and Planning (OIIP), and the Registrar's Office. The directors of the Department of Agricultural Education and of the Teacher Preparation Program in Secondary Education collect operational data to plan course offerings, assign teaching duties, and coordinate clinical practice. The directors and their academic advisors use candidate performance data to guide candidates through their teacher preparation program or sequence. The director of the DECEP handles faculty evaluations and follow-up surveys. The Assessment Board reviews and analyzes all of the available data relevant to the quality of the teacher preparation program. The dean of academic affairs coordinates the discussion of the findings of the assessment board with the pertinent departments and personnel.

Teacher certification exams, the Writing Skills and Teaching Dispositions Test, and follow-up surveys are carried out annually. The operational data, candidate performance data, and program quality data are collected and analyzed each semester.

In what formats are the data summarized and analyzed and what information technologies are used to maintain the unit's assessment system?

Data are summarized in narratives, tables, and charts. UPRM uses in-house programs (Information Technology Center and OIIP) to aggregate demographic data and transcript information. In addition, the unit presently uses MicroSoft Excel spreadsheets and Access database to analyze and store candidate and unit data. UPRM recently acquired CWReporter and is in the process of migrating the data and analysis process. MicroSoft Word and PowerPoint are used to prepare, disseminate, and store data reports. Data which is appropriate for public distribution are made available through the UPRM website: <http://educon.uprm.edu>. The assessment board and the advisory board working documents are stored on line at <https://sites.google.com/site/ppmesuprm/home>. The Specialized Professional Association (SPA) reports, other official reports, and related information are available to interested parties at <http://sites.google.com/site/cannybellido/ncate-sparum>.

2b.2. How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

There are 13 programs and they are all on the main campus: Agriculture, Arts, Business Education, Biology, Chemistry, English, History, Mathematics, Physical Education, Physics, Social Studies, Spanish, and Theater. Data is disaggregated by program, student teaching course, semester, or year. Candidates can either complete their student teaching before they complete their content or bachelor's degree while others complete their post bachelor's degree; hence the unit disaggregates candidate assessment data into pre and post baccalaureate.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

There is a student ombudsperson office assigned to the Dean of Student Affairs office. The ombudsperson is in charge of finding non-adversarial solutions to conflict situations brought forth by students. The office documents college students' visits (including teacher preparation candidates), petition follow up, work toward conflict resolution, and, if necessary, assists college students in the formal complaint process (http://www.uprm.edu/procuraduria/documentos_oficiales.html).

When candidate complaints involve practice centers or other matters specific to the Teacher Preparation Program, PPMES and EDAG attempt to resolve the conflict. Both offices (PPMES and EDAG) maintain records of formal complaints and resolutions. For formal complaints, candidate fill out a form (Exhibit 2b.3.1 Example of a student complaint form and unit response), and meet with the program PPMES associate director or EDAG director. If complaints involve a faculty, candidate are asked to discuss the matter directly with the faculty first. If a satisfactory solution is not found between candidate and faculty, the candidate may then appeal to PPMES associate director or EDAG director, to academic dean of their college, and finally to the associate dean of academic affairs, in that order.

2b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

The unit regularly and systematically uses data to evaluate program efficacy and to initiate changes, as follows:

- 1) The office of PPMES, Department of Agricultural Education, and content departments use candidate transcript data including: content and education courses previously taken, grades obtained, overall GPA, and specialized GPA to plan course offerings. The same data are used to counsel students during enrollment. Candidate transcript data allow education and content departments to identify course offerings needed. UPRM also encourages students to take initial education courses as free or recommended electives as a means of recruiting future teacher candidates. The courses needed for candidates and the demand from non-candidates are taken into account for allocation of teaching resources. In this regards, it is particularly important to identify candidate who will enroll in Methodology and the Student Teaching courses in order to recruit the adjunct university faculty and school faculty.
- 2) The departments and faculty in the unit regularly use faculty evaluations by candidates. Faculty use student teaching evaluations to monitor and improve their classroom performance. Student evaluations are taken into account at UPRM for teaching assignments, tenure, and promotion. The departments use aggregated evaluation data to plan faculty (university and clinical) professional development every semester. Candidate evaluations of cooperating teachers are a major factor in subsequent school placements.
- 3) The office of PPMES and department of EDAG use Teacher Certification Test results (PCMAS) annually to evaluate how well their respective programs are preparing candidates to meet UPRM and Department of Education of Puerto Rico (DEPR) teacher requirements, particularly those of content and pedagogical knowledge. The Teacher Certification Test results are submitted to the Puerto Rico Title II reports on teacher preparation programs. The results are used by UPRM and the DEPR to evaluate the quality of the teacher preparation programs. The UPRM assessment board uses PCMAS results to identify strengths and weaknesses in the existing curricula and make data driven decisions regarding course content and program requirements. The specific content courses required for each of the methodology and student teaching courses were revised in response to an analysis of PCMAS content test results. An example of data driven program change came about after a detailed examination of UPRM candidates who did not pass history and social studies teacher certification tests in 2007-08 revealed many had not taken highly relevant, and expected, content courses. A total of 18 core content courses were identified which provide critical content knowledge for history and social science

candidates to perform well on the certification test and in clinical practice. Beginning August 2010, UPRM history and social studies candidate are required to complete those 18 core content courses prior to their methodology courses. Under existing rules, candidate must pass their methodology course with a grade of B or better in order to apply to take the licensure exam.

4) The office of PPMES and department of EDAG also use the Teacher Certification Survey (PCMAS Survey) to assess candidate perception of their respective preparation: programs, courses, faculty, and clinical experience. The Teacher Certification Survey is included in the annual institutional report (Informe Institucional de College Board). The report provides aggregated responses for UPRM Teacher Certification Test takers and for all Teacher Certification Test takers in Puerto Rico. The survey has confirmed candidate satisfaction with their preparation, especially with regard to content knowledge and pedagogical content knowledge.

5) In addition to PCMAS Survey, the unit conducts various surveys which have proven to be very informative in helping to establish initiatives which innovate and improve the quality of the programs and the unit operations. The surveys include: the End of Program Survey, the Cooperating Teacher Survey, and the Practice Center Principal Survey. One example of changes made in response to survey findings is remodeling the physical facilities. Candidate made specific recommendations for improving the available technology resources in the 2006-07 End of Program Survey. The subsequent remodeling included an additional computer center and the addition of “smart boards” and data displays to several classrooms. The unit created the Resource Center for Investigation and Educational Services (in Spanish CRUISE) to address candidate concerns regarding resources for planning and preparing for their teaching practice classes. CRUISE received a significant addition of equipment and educational materials to its resources in fall 2009. In order to continue the expansion of resources, CRUISE submitted a proposal and received notification of the approval of \$30,000 (pending confirmation). An example of programmatic changes in response to Cooperating Teacher and Practice Center Principal Survey findings was the increase in the number of candidate clinical experience hours. Another programmatic change during 2008 was the revision and adoption of evaluation forms for the student teaching course in PPMES aligned with the UPRM curricular framework. The revisions were made in response to findings in the Cooperating Teacher, University Supervisor, and Practice Center Principal surveys. Cooperating teachers and university supervisors were subsequently involved in the revision.

6) The office of PPMES and department of EDAG use field and clinical experience supervisory data such as Teaching Center (school site) attendance hours, UPRM teacher preparation seminars, and workshops attendance to assure both candidate and clinical faculty meet their responsibilities. Grades in student teaching practice take into consideration school, seminar, and workshop attendance.

7) Candidate statistics and demographics such as content programs, year of curricular sequence enrollment, status, etc. are used to complete annual institutional reports that affect funding allocation. In the fall semester of the 2009-2010 academic year, there were 747 teacher candidates from 39 UPRM undergraduate programs, 10 graduate programs, and 2 non-degree programs.

Exhibit 2c.1 shows the assessment system timetable.

2c.2. What data-driven changes have occurred over the past three years?

(a) The teacher preparation program developed the Writing Skills and Teaching Dispositions Test in response to poor results obtained in the area of communication in UPRM PCMAS. The Writing Skills and Teaching Dispositions Test requires and allows the program to identify and address candidate deficiencies in writing skills early on in their program and assess the disposition to teaching of all candidates. Originally this essay was generated by College Board for the UPR system. Subsequently, it has become a UPRM in-house operation which has facilitated identification of candidate who need help with their communication skills at an earlier stage. In such cases, help is coordinated with the university Arts & Sciences Writing Center.

(b) The program developed the Teacher Candidate Work Sample and Electronic Portfolio in response to a need for developing reflective practice and focus on student learning in candidate classrooms. TCWS also addressed the need to assess and develop candidate sensitivity to diversity, and consequently skills to deal with the diversity present in the classroom. The Introduction to Computers course has integrated the creation of the Electronic Portfolio to address candidate technology skill development.

(c) In Agricultural Education, data from candidate performance led program committees to modify course content, program requirements, program standards, and courses of study.

(d) A unit assessment, the development of the candidate educational philosophy task and rubric, provided opportunity for reflection after the teaching practice.

(e) Favorable feedback from candidate, cooperating teacher, and principal increased the number of hours in clinical experiences.

(f) The program developed additional seminars for candidate, university supervisors, and cooperating teachers to address Teacher Candidate Work Sample and E-Portfolio implementation. The program offered university supervisors and cooperating teacher orientations on how to use electronic equipment, rubrics, and how to guide candidates through them. The program trained candidates on how to carry out student learning analysis, design of pre-post assessments, and technology integration. The program also developed and revised Manuals for both candidate and faculty.

(g) The Department of Physical Education created new assessments to address NASPE content knowledge standards.

(h) The program established effective communication with OIIP to systematically request candidate grades in education and content courses as well as demographic information from CIT and OIIP to incorporate these data into the unit assessment system.

(i) The program established specific content course requirements for methodology and student teaching courses in response to university supervisor feedback and candidate performance on Teacher Certification Exams (PCMAS). The requirements were aligned to SPA content standards and Specialized Teacher Certification Exam description.

(j) The program enforced content and education course requirements prior to candidate taking the Teacher Certification Exams.

(k) University faculty created safety module for physical science candidates.

A fuller picture of changes can be ascertained by reviewing individual program reports (Exhibit 2c.2 Preconditions Report and SPA Reports <http://sites.google.com/site/cannybellido/ncate-sparum>

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

The assessment board analyzes candidate data and discusses their findings with the advisory board and pertinent committees. Summaries of the assessment data and related recommendations for improvement in procedures, courses, and programs which arise from these discussions are presented to department directors and faculty. Candidate assessment data appropriate for public distribution are made available through the UPRM website: <http://educon.uprm.edu>. The Teacher Education Assessment Board (TEAsB) and Teacher Education Advisory Board (TEAdB) working documents are stored on line at <https://sites.google.com/site/ppmesuprm/home>. The Specialized Professional Association (SPA) reports, other official reports, and related information are available to interested parties at <http://sites.google.com/site/cannybellido/ncate-sparum>. This information has been sent to faculty in the PPMES and Agricultural Education programs.

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

Candidates have regular exposure to data on their performance and there is an expectation they will use that data to reflect on and improve their performance. Education courses take a mastery approach to performance, giving candidates extensive feedback and the opportunity to improve their performances

based on this feedback. This is reinforced for candidates through the methodology course where they are required to present demonstrative lessons and receive feedback from peers before presenting it in a secondary school class, and particularly during courses where candidates meet with their supervisors weekly (Exhibit 2c.4.1 Methodology Handbook Manual and Teacher Practice Manual Handbook). Monthly reflections allow for candidates to consider how their performance can be improved. Field experience assessment using the Classroom Observation Instrument (COI) is discussed among supervisors, cooperating teachers, and candidates. Courses provide opportunities for peer presentations and feedback, such as mini-lectures done in the methodology classes where formal feedback from peers is encouraged. Also students are required to do “peer- reviews” of written work such as monographs and essays before handing them in.

Education faculty participate in the review of assessment data at program meetings. The findings of data assessments as the results for SPA reports were shared with Arts and Sciences faculty, part-time faculty, and university administration in Teacher Education Executive Committee meetings (Exhibit 2c.4.2 Agenda of meetings Teacher Education Executive Committee and Arts & Sciences Permanent Committee). Faculty are actively involved in the review and analysis of data and recommendations for program modifications are based on these reviews.

The <http://sites.google.com/site/cannybellido/ncate-sparum> website displays Title II assessment data results. Assessment data are also regularly shared with external groups such as Arts & Sciences and Teacher Preparation Program Permanent Committee, which includes directors of content programs. Results are also shared in meetings with field and clinical faculty, school superintendents, principals and cooperating teachers, assessment board, and advisory boards. These groups and committees review assessment data as part of ongoing initiatives to elicit outside feedback and directions for modifications of programs.

Candidate assessment data appropriate for public distribution are made available through the UPRM website: <http://educon.uprm.edu>. The assessment board and advisory board working documents are stored on line at <https://sites.google.com/site/ppmesuprm/home>. The Specialized Professional Association (SPA) reports, other official reports, and related information are available to interested parties at <http://sites.google.com/site/cannybellido/ncate-sparum>.

2c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 2?

What the unit does particularly well with respect to the assessment system is to focus on candidate formation and student learning. Data collected in the assessment system is used primarily to help candidate become effective teachers. In the process, candidate supervisors focus candidate on the learning of their students, thereby forming the reflective habits which will allow them to develop further. Assessments artifacts are systematically revised to better address candidate needs.

The agricultural education assessment system is formative; evaluating candidate skills many times throughout the program to monitor their development. Students learn about the content and follow a curricular guide which provides opportunities to plan and evaluate student classes before their own teaching practice. Candidates present a teaching activity in which they are evaluated by their peers.

Candidates also coordinate the Puerto Rico FFA agricultural science state exam for high school students. Under supervision, candidates are responsible for developing, administering, and scoring these exams. The agricultural science state exam is a learning experience for the candidates and for the students from the island who participate. The UPRM Agricultural Education program is the only program in Puerto Rico which prepares agriculture teachers. Candidate also present agricultural lessons at schools where there is no agricultural program as part of an agricultural literacy program.

2. What research related to Standard 2 is being conducted by the unit or its faculty?

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

The partners in the design, delivery, and evaluation of the unit field and clinical experiences comprise the interaction between the associate director of the Division of Continuing Education and Professional Studies (in Spanish DECEP) who is also the coordinator of the Teacher Preparation Program in Secondary School (in Spanish Programa de Preparación de Maestros de Escuela Secundaria or PPMES), the coordinator for clinical experience in Agriculture Education (in Spanish EDAG), unit faculty at the University of Puerto Rico at Mayaguez (UPRM), university supervisors, the Department of Education of Puerto Rico (DEPR), Unit Teacher Education Advisory Board (TEAdB), school principals, and cooperating teachers. School districts mainly used as observation and practice sites are in Adjuntas, Aguada, Aguadilla, Añasco, Arecibo, Cabo Rojo, Camuy, Coamo, Hormigueros, Isabela, Jayuya, Lajas, Lares, Las Marias, Maunabo, Mayagüez, Moca, Orocovis, Rincón, Sabana Grande, San Germán, San Sebastián, Toa Alta, Utuado, and Yauco. (Exhibit 3a.1.1) (Exhibit 3a.1.2)

The associate director of DECEP-PPMES and the coordinator of EDAG are the administrators in charge of processing field experiences and clinical practices. Unit administrators work in collaboration with school partners (school principals and cooperating teachers) in field experience and clinical practice placements. This collaboration is governed by Department of Education of Puerto Rico (DEPR) through dispositions in Law 79 of 1989 (Exhibit 3a.1.3) and through Rules for the Organization and Function of School Placements (2000) (Exhibit 3a.1.4) which authorizes the designation of schools which can serve as practice sites. Policy Letter 10-2004-2005 (Exhibit 3a.1.5) regulates norms and rules for the organization and establishment of practice sites in Puerto Rico (PR).

Feedback from candidates is channeled through university supervisors, principals, and cooperating

teachers throughout the academic calendar. Continuous feedback in the areas of content knowledge, pedagogical content knowledge, knowledge of human development and learning, creative critical thinking, comprehensive formation, community building skills, assessment of student learning, caring disposition, sensitivity to diversity, and reflective practice is carried out during and after each visit to schools.

It is important to point out the direct collaboration on behalf of the university faculty, principals, cooperating teachers, and TEAdB. (Exhibit 3a.1.6) Meetings carried out each academic year yield recommendations regarding evaluation of the conceptual framework and administration of candidates in field experiences and clinical practices. (Exhibit 3a.1.7) Recommendations are taken into consideration for decision making regarding design, implementation, and evaluation of the field experiences and clinical practices, as well as for improving program effectiveness in order to develop candidate knowledge, skills, and dispositions. Finally, recommendations are integrated into official unit documents. The unit also trains cooperating teachers regarding logistics and instruments used for candidate assessment.

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

Unit partners have contributed to the design, delivery, and evaluation of unit field and clinical experiences as follows. The associate director of the DECEP and the coordinator of EDAG are the administrators in charge of processing the placements for field experiences and clinical practices with the school partners. Official letters are sent to school principals and cooperating teachers where candidates will carry out their clinical practice. Principals either accept the placements or recommend candidates to other cooperating teachers. Unit faculty collaborate offering methods and student teaching courses. This commitment is evident through the professional relationship developed among unit professors and school partners for the design, delivery, and evaluation of both field experiences and clinical practices. Five of the ten methods courses are offered by cooperating teachers and/or unit faculty with experience in the Department of Education of Puerto Rico (DEPR). (Exhibit 3a.2.1) They offer candidates their expertise regarding knowledge, skills, and dispositions in both content area and teaching performance in DEPR. In clinical practice, university supervisors provide candidates with feedback in all content areas. This feedback also allows for revision and updating of instruments and rubrics used in order to systematize changes thus allowing future candidates to benefit from the modifications.

The Teacher Education Advisory Board (TEAdB) (Exhibit 3a.1.6) contributes with revisions of procedures, conceptual framework, and in the evaluation of candidates. Meetings carried out each academic year yield recommendations regarding evaluation and administration of candidates in field experiences and clinical practices. (Exhibit 3a.1.7) Recommendations are taken into consideration for decision making in design, implementation, and evaluation of field experiences and clinical practices as well as improvement of program effectiveness in order to develop candidate knowledge, skills, and dispositions.

The collaboration of the Department of Education of Puerto Rico (DEPR) is through dispositions in Law 79 of 1989 (<http://www.de.gobierno.pr>) (Exhibit 3a.1.3) and through Rules related to the Organization and Function of School Placements (2000) (Exhibit 3a.1.4) which authorize the creation of practice centers. Policy Letter 10-2004-2005 (Exhibit 3a.1.5) regulates norms and rules for the organization and establishment of practice centers in Puerto Rico (PR). The purpose of the established criteria for the selection of schools for field experiences and clinical practice is to ensure candidates develop all skills, proficiencies, and dispositions required to become excellent teachers.

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

The roles of the unit in determining how and where candidates are placed for field experiences and student teaching are the responsibility of the associate director of DECEP and the coordinator of EDAG, who provide preliminary placements in secondary schools for candidates. Recommendations from university supervisors regarding placements are taken into consideration and evaluated. Placements are determined based on schools which have certified cooperating teachers. These preliminary assignments are sent to school principals and cooperating teachers for final approval. (Exhibit 3a.3.1) (Exhibit 3a.3.1a) (Exhibit 3a.3.2) (Exhibit 3a.3.2a)

The Department of Education in Puerto Rico (DEPR) collaborates with the unit by allowing candidates to access public schools in PR to carry out their field experiences and clinical practices. The placement process is governed by DEPR Policy Letter 10-2004-2005 (Exhibit 3a.1.5) which authorizes candidate official access to public schools in Puerto Rico allowing them to participate in the teaching/ learning process in order to carry out their field experiences and clinical practices. It is important to point out that secondary level education in Puerto Rico refers to both middle and high schools.

Criteria used for candidate placement in schools are the following: secondary level public school (grades seventh through twelfth), candidate preference regarding geographical area, diversity regarding academic preparation of cooperating teachers and are current regarding their cooperating teacher certification as established by Law 79 (regulates the practice of teacher preparation in DEPR- 1989). (Exhibit 3a.1.3) (Exhibit 3a.3.3)

Candidate must formally apply for the methods course either in September or February of each academic year. The application form is evaluated by the academic advisor and placements are determined by the associate director of DECEP and the coordinator of EDAG. In the methods course, candidate observe and analyze the teaching learning process throughout the semester during a minimum of 15 hours (PPMES) and 90 hours (EDAG). In April or November, candidate perform at least one demonstrative class in which they show their planning skills, content knowledge of topic under discussion, skills of the day, and dispositions in their area of specialization. (Exhibit 3a.3.4) It is the responsibility of the university supervisor of the methods course and cooperating teacher to supervise and guide candidate in this experience (Transition Point II).

Likewise, candidate in the methods course must also formally apply for student teaching either in September or February of each academic year. Once in the student teaching course, candidates are placed in a school where university supervisors carry out their initial visit. During this visit, university supervisors meet with school principals and cooperating teachers to establish evaluation criteria and agreements regarding clinical practice (Transition Point III).

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

and workshops throughout the academic year. The purpose of these professional meetings is to discuss faculty and administrative issues as well as issues concerning candidates. The opinions of unit faculty, principals, and cooperating teachers are taken into consideration while elaborating the conceptual framework. (Exhibit 3a1.7) The design, implementation, and evaluation of the formative and summative assessment forms, observational protocols, new procedures as well as candidate strengths and weaknesses are discussed. Recommendations which surface from these meetings are evaluated and incorporated in all documents under discussion with the intention of improving administrative and

faculty processes in both field experiences and clinical practices which will work towards improving program effectiveness regarding development of candidate content knowledge, skills, and dispositions.

University supervisors and cooperating teachers share their expertise with each other through discussions held at evaluations of candidate teaching performances.

Another example of how the unit and school partners share their expertise is through a variety of courses in education which are taught by cooperating teachers through part-time hiring practices. (Exhibit 3a.2.1) These cooperating teachers meet with unit faculty where formal discussions of course syllabi and teaching experiences are held. The results of these practices support candidate content knowledge base by learning from their teaching and administrative expertise. This process promotes sharing of current DEPR classroom initiatives.

3a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

The following are the entry requirements for clinical practice: candidate must either be a student or hold a bachelor’s degree in any of the following concentrations: agricultural education, any of the social sciences, history, mathematics education, physical sciences, chemistry, biology, physical education, English, art, theater, Spanish or business education. The candidate must be evaluated and recommended by their department academic advisor; have a minimum GPA of 2.5 (in both general and major); all of the core requirements of their bachelor’s degree; twelve credits towards foundations of education courses for PPMES and fifteen for EDAG; a methods course in their specialization area; and have approved 18 credits of the 21 specialization credits required by DEPR towards Certification. The methods course must be approved with an A or B. (Transition Point III) (Exhibit 3b.1.1, page 8 (Exhibit 3a.3.4) (Exhibit 3a.5.2)

Exit criteria or requirements for clinical practice are: a minimum GPA of 2.50 in both general and major (all candidates who plan to attain teacher certification from DEPR must have a 2.50 minimum GPA; approval of the clinical practice course; compliance with all of the basic requirements of Education and requirements of their specialization area, and completion of the electronic portfolio (TCWS) (Transition Point IV). (Exhibit 3b.1.1, page 8) (Exhibit 3b.1.2) (Exhibit 3b.1.3)

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

**Table 7
Field Experiences and Clinical Practice by Program**

		Clinical Practice (Student Teaching	
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Program	Field Experiences	or Internship)	Total Number of Hours
Agricultural Education	150	225	375
Social Studies	30	300	330
History	30	300	330
Mathematics Education	30	300	330
Physical Sciences	30	300	330
Chemistry	30	300	330
Biology	30	300	330
Physical Education	40	300	340
English	30	300	330
Art	30	300	330
Theater	30	300	330
Spanish	30	300	330
Business Education	30	300	330

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

The unit systematically ensures candidates develop proficiencies outlined in the unit conceptual framework, state standards, and professional standards through educational activities in the following courses:

-Human Growth & Development I: research projects and written and oral reports

-Human Growth & Development II: written and oral reports and case analysis

-Social Foundations of Education: Research project: observe and analyze school context, study community and social problems

-Philosophical Foundations in Education: elaboration of their teaching philosophy using a conceptual framework

-Nature and Needs of Exceptional Learners: candidates visit a special education classroom; interview a special education teacher and parents of handicapped children; participate in activities for handicapped children and reflect on this activity. These activities allow for student family involvement

-The Use of Microcomputers in the Classroom: use of technology in education settings, electronic portfolio

Audiovisual Media in Teaching Vocational Agriculture: Location, selection and evaluation of audiovisual materials for teaching, design and evaluation of videos, posters, web pages, word and excel documents (such as applications and roll book) for a lesson topic; electronic portfolio.

Methodology courses: field experiences, teaching in small groups in the school, microteaching experiences at the school and university, preparing and teaching one full lesson class, and producing an electronic portfolio

EDAG field experiences, teaching in small groups at school; prepare and teach one full lesson class; coordinate an agricultural literacy project and teach it at an urban private school, cover all required activities related to the agricultural education program (Exhibit 3a.3.4); electronic portfolio

Student Teaching courses: clinical practices, teaching in large groups at school, microteaching experiences at school and university, preparing and teaching full-lesson classes, producing an electronic portfolio

EDAG clinical practices, teaching large groups at school; prepare and teach full lesson classes; cover all required activities related to components of the agricultural program; electronic portfolio

Methods in Teaching Vocational Agriculture: written and oral reports using innovative teaching methods, evaluate teaching dispositions

Curriculum Development: written and oral reports; develop a curriculum guide of at least 25 lesson

plans with instructional and evaluation strategies and materials which integrate other academic classes, agricultural content knowledge and diversity in the classroom; elaborate philosophy of education and apply to these lessons

Organization and Administration in Vocational Agriculture: analysis of their pedagogical knowledge (pre-post test); development, coordination and evaluation of Puerto Rico's agricultural state exams in 16 different areas; perform and analyze their peer during a microteaching activity; be acquainted with regulation, components and paperwork related to the program; portfolio

Audiovisual Media in Teaching Vocational Agriculture: Locate, select and evaluate audiovisual materials for teaching purposes; design and evaluate videos, posters, web pages, word and excel documents (such as applications and roll book) for a lesson topic; electronic portfolio

These activities prepare candidates with the knowledge, skills, and dispositions to be competent when they are teaching.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

The unit systematically ensure candidate use technology as an instructional tool during field experiences and clinical practices, through daily planning of pedagogical materials, class delivery and the Teacher Candidate Work Sample.

All candidate are required to pass one of the following courses: Use of Microcomputers in the Classroom or Audiovisual Media in Teaching Vocational Agriculture where candidate are expected to develop skills which will prepare them in this area. This course enables them to use Word to create documents, i.e., exams, bulletins, tables for rubrics, and brochures among others. Also, candidate use Excel to prepare spread sheets, grade books and graphs. Regarding instruction, the use of Power Point allows candidate to create electronic presentations and instructional modules of their specializations.

Regarding the internet, candidate learn how to manage a blog and create web pages as instructional tools. This means candidate can publish electronic presentations, articles, link them to other references on the internet, videos or other documents which are available to them as future teachers. Candidate also learn to record their voices on the computer to create podcasts. These audio texts may contain a presentation, instructions or a course lecture. As future teachers, they learn how to publish podcasts on a blog and how to download them to their computers and place them on their electronic devices such as iPods or MP3 players and listen to them at a later time.

For example, candidate in EDAG learn how to develop educational videos, edit photography and video recordings, and prepare posters and informative web pages regarding a particular lesson, topic, or process. Candidate work in pairs and coordinate a radio transmission at a local radio station where they present to the public an educational informative program. This activity is recorded and used for self-evaluation and these instructional materials are made available to teachers as well.

Finally, candidate are required to create an electronic portfolio as part of their assessment. The course emphasizes the use of specialized programs, references and resources for different academic areas, for example, simulators for physics, graphic calculators for physics and mathematics, translators and spell checkers for both English and Spanish, internet pages where they can create timelines (chronological order for historical events), and satellite mapping for example: Google Earth y Google Maps for geography (Exhibit 3b.4.1) (Exhibit 3b.4.2)

All courses offered in the unit (foundations of education, field experiences, and clinical practice courses) use technology as an instructional tool.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

Criteria for selection of school faculty are established in DEPR Policy Letter 10-2004-2005 (Exhibit 3a.1.5) which states cooperating teachers must possess: knowledge of the curriculum reform and its classroom implementation, preparation and certification in their area of specialization, minimum of (2) years experience as a teacher in the public school system, approve a three-credit cooperating teacher course and recertify every five (5) years, knowledge of teacher profile and professional standards, create a positive environment for the development of human values fomented by DEPR, favorable letter of recommendation on behalf of the school principal, demonstrate effective professional competencies, and effective oral and written communication skills in both Spanish and English. Any teacher interested in becoming a cooperating teacher must show proof of all the criteria mentioned above.

The unit receives letters from cooperating principals which recommend highly-qualified teachers who are role models and are willing and able to receive and train candidates to become highly effective teachers. The final decision for hiring cooperating teacher rests upon the cooperating principal who maintains a file of their qualifications. (Exhibit 3b.5.1)

Future contracting will depend on recommendations and feedback provided by university supervisors and candidates. (Exhibit 3b.5.1 and 3b.5.1a) University supervisor observations and candidate experiences corroborate if cooperating teachers have effectively facilitated candidates classroom adaptation, knowledge of academic and administrative responsibilities and orientation of school documents; have an FFA chapter and supervised agricultural projects, use the school farm; and have a command of creative critical thinking, comprehensive formation, caring disposition, content knowledge, community building skills, sensitivity to diversity, pedagogical content knowledge, and reflective practice as well as assessment of student learning.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

The preparation school-based faculty members receive for their roles as clinical supervisors are found in the Clinical Practice Manual which contains details of the academic and administrative aspects which impact clinical practice. (Exhibit 3b.1.1, pages 21, 24, and 27). This manual is located on the electronic page of the unit where faculty, university supervisors, candidates, schools principals, and cooperating teachers can easily access it and obtain a copy. Also hard copies are available upon request. Candidates in EDAG are provided a CD which contain the teacher candidate manual (Exhibit 3a.3.4) and the cooperating teacher manual (Exhibit 3a.5.2)

All cooperating teachers must take and pass the Cooperating Teacher course. This course consists of 45 contact hours and is directed to current teachers interested in becoming a cooperating teacher (CT) for the first time as is required by Law 79. (Exhibit 3a.1.3) The CT prospect becomes familiar with the theoretical framework which sets the foundations for the legal, social, psychological and pedagogical aspects and which include the basic principles of supervision and deep analysis of the teaching learning process. The CT prospect will have the opportunity to examine and evaluate texts, manuals, documents and letters; moreover, they will have the opportunity to discuss problems and policies which affect the program in addition to design strategies for the betterment and integration of appropriate processes. Every five (5) years, the CT must approve a recertification course for cooperating teachers. This course comprises a minimum of eighteen (18) contact hours as stipulated by DEPR, nevertheless, the course offered by our unit comprises twenty one (21) contact hours. However, these two courses share the same

objectives. (Exhibit 3b.6.1) The unit offers workshops related to specific areas where cooperating teachers are invited to attend and receive current information related to their area of expertise.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

Evidence which demonstrates clinical faculty provide regular and continuous support for student teachers is observed in the weekly three-hour seminars where university supervisors and candidates meet to discuss candidate clinical practice experiences. Discussions of evaluation results on behalf of both the university supervisor and the cooperating teacher also allow for direct communication with the candidate.

Candidates are visited and/or evaluated at least six (6) times in PPMES by the university supervisor who must evaluate candidate performance every (2) two weeks and three (3) times in EDAG (Exhibit 3b.1.1, page 14). However, if there seems to be any type of difficulty, the number of visits at any point in the semester and these evaluations will be discussed with the candidate in order to provide feedback.

On the other hand, cooperating teachers carry out daily evaluations of candidate performance (Exhibit 3b.1.1, page 36) (Exhibit 3a.3.4, page 75) and at least three (3) evaluations per semester (Exhibit 3b.1.1, page 13). Daily evaluations are discussed with the candidate to provide feedback and the results are used for monthly candidate evaluations. The three monthly evaluations are performed at the end of each full academic month during the semester while EDAG have five formative evaluations (Exhibit 3a.3.4, page 75) and two exhaustive evaluations (Exhibit 3a.3.4, page 77).

Finally, the correction and feedback of candidate electronic portfolios provide direct and continuous communication with the candidate. Other methods used to stay in touch are e-mail, telephone, text messaging, and face to face interaction at unit seminars offered to all candidates.

Moreover, each school is assigned a contact candidate who is responsible for handling forms and documents between the unit and the school. Another method in which the unit provides regular and continuous support is through the supervision and evaluation course for cooperating teachers, as stipulated in Law 79.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

Not applicable.

3b.9. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Table 7 Field Experiences and Clinical Practice by Program

See **Attachments** panel below.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

From the academic year 2007 to 2009, on average 108 candidates are eligible for clinical practice every year and an average of 98 percent complete clinical practice successfully in the thirteen teacher education programs. For more details please see the uploaded table in Exhibit 3c.1 Eligible candidates for clinical practice and approval rate.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

The roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing results during clinical practice are carefully assessed and revised. These roles are specified in the Teacher Practice Manual (Exhibit 3b.1.1- pages 11 and 18) (Exhibit 3a.3.4, pages 12-26) and Cooperating Teacher Manual (Exhibit 3a.5.2, pages 8-28). Candidate are expected to demonstrate a command in their area of specialization, pedagogy, understanding of state and national standards, command of creative and critical thinking, knowledge of self as an educator, understanding and knowledge of students regarding diversity, learning styles, assessment of student learning, school community work, and reflective practices in the teaching learning process.

University supervisor roles are to provide direct supervision of candidate performance in secondary schools. They are also the liaison between the university and the practice site. Specific roles for university supervisors are also in the Teacher Practice Manual (Exhibit 3b.1.1- page 27).

Cooperating principals are directly in charge of candidate placement in their schools and of the other administrative aspects regarding clinical practice. Specific roles for the cooperating principals are also in the Teacher Practice Manual (Exhibit 3b.1.1- page 24) (Exhibit 3a.3.4).

Cooperating teachers offer feedback to candidate on the teaching learning processes by identifying candidate strengths and weaknesses. Their specific roles are also in the Teacher Practice Manual (Exhibit 3b.1.1- page 21) (Exhibit 3a.5.2). Unit faculty have aligned assessment tools with the conceptual framework, Specialized Professional Association (SPA) and NCATE standards as well as state and national standards. This assessment will determine if candidates possess the knowledge, skills, and dispositions in education and their area of specialization. Evaluation instruments used to assess candidate have been revised in the past three (3) years by incorporating feedback provided from cooperating principals and teachers, university supervisors, and faculty. The objective is to assess candidate performance and to evaluate results during clinical practice.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

Time for reflection and feedback from peers and clinical faculty is incorporated into field experiences when candidates present their demonstration class.

Part of the seminar in clinical practice requires candidate to write a reflection of their experiences at school every week. Time for reflection is incorporated into the seminar when candidate share their experiences and receive feedback from university supervisors and peers.

In their clinical practice, university supervisors, as well as cooperating teachers, provide feedback to candidate. Both evaluate candidate performance with formative and summative assessment; university

supervisors a minimum of six times and cooperating teachers at least three times. (Exhibit 3c.3.1)

This instrument assesses candidate content knowledge, pedagogical content knowledge, creative critical thinking, comprehensive formation, community building skills, caring dispositions, sensitivity to diversity, reflective practice, and assessment of student learning. The instrument is aligned to the candidate proficiencies, stated in the conceptual framework. (Exhibit 3c.3.1) (Exhibit 3c.3.2) Candidate reflect on their practice after discussing classroom evaluations with their university supervisors who point out both candidate strengths and weaknesses in the teaching process. Feedback from the university supervisor will provide essential elements for candidates to embark on their reflections.

In the Teacher Candidate Work Sample, specifically in Section 7: Reflection on candidate teaching learning experiences allows candidate to reflect profoundly about teaching and student learning in order to improve teaching practice. The specific task for the candidate is to reflect on how teaching impacts student learning. They must evaluate their development as teachers and identify what can they do to improve further their teaching practice and continue to grow professionally. (Exhibit 3c.3.3, pages 17 and 25) (Exhibit 3a.3.4)

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

Data in Exhibit 3c.3.3 (pp. 9 – 10) (Exhibit 3a.3.4, page 89) related to the Teacher Candidate Work Sample (TCWS) show candidate in field experiences and clinical practice demonstrate the knowledge, skills and professional dispositions for helping all students learn.

In the field experience course one finds the following processes: conceptual factors and adaptations to the learning environment (knowledge and dispositions), learning goals and objectives (knowledge and skills), teaching design and implementation (knowledge and skills), and reflection of the teaching and learning experience (knowledge and skills).

In the clinical practice course one finds the same processes as the field experience course including learning evaluation plan (Knowledge and Skills), decision making in the teaching learning process (Knowledge and Skills) and analysis of learning results (Knowledge and Skills).

The Teacher Candidate Work Sample rubric (Exhibit 3c.3.3a) demonstrates diverse assessments which provide evidence regarding professional knowledge, skills, and dispositions, of candidates in field experiences and clinical practice. This instrument is critiqued, revised, and evaluated accordingly by unit faculty involved in the process.

Exhibit 3c.4.1 shows candidate profile alignment with multiple instruments and assessments which demonstrate candidate knowledge, skill, and professional dispositions for helping all students learn in field experiences and clinical practice. Exhibit 3c.4.2, the Classroom Observation Instrument (COI), shows how candidate dispositions are aligned.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

The process used to ensure candidate collect and analyze data on student learning is obtained from the candidate Teacher Candidate Work Sample (TCWS) (Exhibit 3c.3.3) in their electronic portfolio (E-Portfolio) (Exhibit 3c.5.1). The collected data comes from contextual factors and adaptation to the learning environment (p.11), learning goals and objectives (p. 11-12), assessment plan (p. 12-13), design

for instruction (p. 13-14), instructional decision making (p. 14), analysis of student learning (p. 15-16), and reflection on teaching and learning (p. 16).

In the contextual factors, candidate use information of the teaching learning environment and student individual differences to establish the learning objectives and plan instruction and evaluation accordingly. The learning goals and objectives establish significant, challenging, varied and appropriate learning. The assessment plan uses multiple modes and approaches before, during, and after the learning processes which in turn are aligned to the learning objectives.

In design and implementation for instruction, candidate align learning goals and content representation to appropriate and relevant instructional activities, assignments, and resources by taking into consideration student learning context and needs.

In the instructional decision making, candidate continuously monitor student learning in order to modify their teaching to allow all students to learn.

Analyses of student learning results are used to develop student learning profiles, to communicate student progress and to validate alignment of learning goals and instruction.

Finally, candidate reflection on their teaching learning practices point candidate towards effective instruction. (Exhibit 3c.3.3 and Exhibit 3c.3.3c) (Exhibit 3c.5.1)

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

The unit ensures all candidates have field experiences and clinical practices which include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in a mainstream classroom environment. Candidate are required at least ten hours during the semester in the Nature and Needs of Exceptional Learners course. Candidate should observe the teaching learning experience (both mainstream and special education) and analyze observations (Exhibit 3c.6.1). Candidate placements had not been tracked because exceptional students are found in every inclusive classroom (Exhibit 3c.6.2). All candidate placements are in accordance with Policy Letter 10-2004-2005 (Exhibit 3a.1.5). The Department of Education of Puerto Rico (DEPR) student population comprises learners with varying degrees of exceptionalities (superior, normal, and special needs); learners of various ethnicities (Puerto Ricans, Dominicans, Haitians, and other Latin Americans); different languages (Spanish, English, French); and mixed gender groups of various socio-economic levels (high, middle, and low). In different classrooms at the DEPR one or more of these groups are represented. Candidates are expected to deal with the challenges these students bring to the classroom without incurring in any type of discrimination.

Although we have not specifically tracked each of these diversity elements in the placements in the past, the unit designed a Field Experiences Based on Diversity form to ensure each candidate become aware of how each field experience may be enriched by observing these characteristics in their visits to different school sites (Exhibit 3c.6.3). Candidate will fill out the form in which they identify their own school experiences. In an effort to expose candidate to different types of schools and increase their diversity experience, the unit will take this information into consideration when assigning candidates to field experiences and clinical practices depending upon availability of school sites, qualified faculty, and the nature of the course assignment.

3c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the

development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3c.1 Eligible candidates for clinical practice and approval rate

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 3?

1. The Teacher Education Advisory Board represented unit faculty, candidates, and school partners work together to attain the unit vision, mission, and goals.
2. The unit has an effective communication system with school partners to ensure opportunities for all candidates to gain cognitive, affective, and psychomotor development in field experiences and clinical practices.
3. The unit has developed manuals for methods and student teaching courses with academic and administrative requirements for all partners and a manual for the electronic portfolio.
4. Candidate in clinical practice course are evaluated every two weeks by university supervisors. Cooperating teacher provide daily feedback to candidates and formally evaluate them on a monthly basis.
5. The unit has very high clinical practice courses approval rates.
6. Twenty contact hours of professional seminars, lectures, and workshops are offered each semester by different university faculty.
7. The Teacher Candidate Work Sample (TCWS), a required assessment tool, leads our candidates through the cycle of the teaching/learning process.
8. Quality control is emphasized throughout all levels. The selection of unit faculty, school partners, and candidates is done through criteria which reflect excellence. Individuals are monitored throughout various points in the semester to ensure compliance with all criteria.
9. The unit train cooperating teachers to strengthen their educational and specialization areas with cutting edge tools and state of the art technology and techniques.
10. EDAG candidate have field experiences at private schools where they coordinate literacy projects to non-served population.
11. EDAG candidate work is available for teachers with limited resources so they can develop and enhance student learning environment.
12. Our commitment goes beyond the established standards when is directed towards establishing trust, respect, and support that will ensure compliance with institutional goals

2. What research related to Standard 3 is being conducted by the unit or its faculty?

The Unit has carried out the following research to assess of the quality of the program offerings as part of the unit assessment system:

1. Questionnaire to Principals at Practice Centers regarding educational practices of alumni from the unit (Upload). (Exhibit 3c.7.1)
This questionnaire aims to shed evidence of the opinions of the public school principals regarding the performance of their school teachers who are alumni of the unit.
2. Questionnaire to candidates regarding Teaching Practice (Upload). (Exhibit 3c.7.1a)

This questionnaire aims to document candidate opinions regarding professors, courses and physical facilities of the unit.

3. Questionnaires to Cooperating Teachers (Upload). (Exhibit 3c.7.1b)

This questionnaire shows cooperating teacher opinions regarding our unit, the candidates, and their relation with university supervisors.

4. Cooperating Teacher Evaluation Form by candidates. (Exhibit 3c.7.1.c)

This questionnaire was designed to seek candidate opinions regarding cooperating teachers.

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

Candidates are expected to develop and demonstrate sensibility to diversity. Diversity in all its manifestations should be recognized, accepted, and respected.

Puerto Ricans have a rich cultural heritage which is influenced by three major ethnic groups: Taíno Indians, Spaniards and Africans. The Island's population is Hispanic with no ethnic or racial majority therefore making race a narrow definition for diversity. Other factors, as shown below, will be considered to demonstrate how diversity is addressed in the unit.

The unit will prepare teachers who recognize, understand, and value a diversity of learning styles, intelligences, and talents as well as diversity related to social, economic, and cultural experiences. Furthermore, it will prepare teachers who value all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic origin, or geographical area. They will be able to respond to this diversity of learners with a variety of instructional opportunities which promote the development of critical thinking, problem solving, and performance skills of each individual (Exhibit 4a.1.1 Conceptual Framework).

Candidates are also expected to demonstrate caring dispositions. The unit prepares teachers to confront new challenges, social as well as educational, and to contribute to the improvement of Puerto Rico and the world. Further, the unit will prepare teachers who can promote worthwhile personal relationships which will provide stability, trust, and caring in order to increase the learners' sense of belonging, self-respect and self-acceptance, and generate a positive climate for learning.

The unit Core Beliefs establishes that each teacher has the right and responsibility to contribute to the solution of social, cultural, ecological and scientific problems-both local and global- in the quest for a culture of justice and peace and every student has the right to have a competent effective teacher who actively collaborates in his/her personal development. Candidates can improve their effectiveness by examining carefully what students learn, reflecting on how to respond to their needs, and using instructional strategies demonstrated to be effective by educational research.

Candidates are also required to possess knowledge of human development and learning. The unit will prepare candidates who understand how children learn and develop so they can provide opportunities to support their intellectual, social, and personal development promoting the integration of research with the purpose of identifying fundamental strategies to encourage academic proficiency.

The unit graduates candidates who not only recognize the Puerto Rican heritage and interpret contemporary issues, but also who can operate in a global context, relate to a societal context, and demonstrate respect for other cultures (Exhibit 4a.1.2- 2009-2010 Undergraduate Catalog, p. 3b).

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- **awareness of the importance of diversity in teaching and learning; and**
- **the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?**

Candidates who are in the Teacher Preparation Program in Secondary Education (in Spanish PPMES) are required to take Human Development I and II and Social Foundations of Education (EDFU 3001, 3002, and 3007) which enable them to become aware of the importance of diversity in teaching and learning (Exhibit 4a.2.1 course syllabi for EDFU 3001, 3002, and 3007). Candidates in the program of Agricultural Education (in Spanish EDAG) are required to take Methods in Teaching Vocational Agriculture, Curriculum Development and Organization and Administration in Vocational Agriculture (Exhibit 4a.2.1a, EDAG 4005, 4006, and 4007 course syllabi). However, all candidates in the unit are required to take the Seminar on the Nature and Needs of Exceptional Children which enables them to develop knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities (Exhibit 4a.2.2, EDES 4006 course syllabus).

All programs in UPRM require twelve credits in English and six credits in Spanish. Our candidates possess the knowledge to work with students who come to Puerto Rico and speak English only.

The Teaching of Physical Education program requires candidates to take the Teaching of Physical Education for the Handicapped (Exhibit 4a.2.3 EDFI 3395 Course Syllabus). The Undergraduate Catalogue (Exhibit 4a.1. Undergraduate Catalogue pages 226-231) lists several courses designed for candidate to address teaching students with physical and/or cognitive disabilities while other courses are specifically designed to teach candidates to work with a community of diverse ages, i.e., preschool children and the elderly; Exhibit 4a.2.3.a is a table with a list of courses for adapted teaching in physical education; Exhibit 4a.2.3b shows a lesson plan in Physical Education which requires candidate to demonstrate how the class is adapted; and Exhibit 4a.2.3.c shows a bimestrial evaluation (items 2-8) where candidate demonstrate sensitivity to diversity.

In the English program, candidates who are in the Methods course are required to take Perspectives of Teaching English (Engl 5010) in which they learn about the different approaches and methods throughout the history of teaching English as a Second Language which they can use to teach students with diverse learning needs. (Exhibit 4a.1.2 Undergraduate Catalogue, p. 164). After evaluating the curricular sequence for the Specialized Professional Association (SPA) in this case the National Council of Teachers of English (NCTE), this course is required before they register in Student Teaching of English in Secondary Schools (Edpe 4246). (Exhibit 4a.2.4 course syllabi for Edpe 4246 and Engl 5010).

Candidates in their field experience as well as clinical practice are able to address students of diverse populations in the classroom. Weekly meetings and discussions with university supervisors, cooperating teachers, special education teachers, school counselors, and peers allow for multiple understandings of the nature and need of diverse students through experiences in various settings. Candidates are required to meet with school staff in charge of students in special education and inform themselves of the accommodations required for each individual which include but are not limited to cognitive and physical disabilities. For example, the unit makes an effort to place students in different school settings (rural or urban) and in different types of schools (academic, vocational, bilingual, or magnet schools). Also school principals place students in classrooms with diverse abilities (exceptional and special learners). (Exhibit 4a.2.2)

In the Agricultural Education Program, candidates are required to develop a lesson plan adapted to the needs of the students (EDAG 4006) Moreover, candidates are required to work on their portfolio in both their field experiences and clinical practice and are required to address issues of diversity particular to their practice center by understanding the contextual factors of the learning community. Candidates must also show how they adapt their instruction not only for students who are in special education but also indicate how they adapt their instruction for exceptional learners or students who come from a different culture or are not native Spanish speakers (Exhibit 41.2.).

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

Candidate proficiencies related to diversity are assessed in several courses; beginning in the foundations of education courses where they create a project of who they are, where they come from, and who are the people around them and how to be sensitive to other people. Exhibit 4a.3 shows candidate work.

In the clinical practice there are two different assessments in Exhibit 4a.3.1.the Classroom Observation Instrument (COI) and in Exhibit 4a.3.2 the Teacher Candidate Work Sample.

The unit developed a Classroom Observation Instrument (COI) (Exhibits 4.a.3.1.a, 4.a.3.1.b, and 4.a.3.1.c) in which ethical and esthetic values, caring dispositions, and sensitivity to diversity among others are assessed using a three-point scale. Candidate performance in the classroom is evaluated. An English version of COI is used for candidates in the English department as well as a shorter three-page version and a summary sheet which is used for data collection.

Exhibit 4.d.1.2.d shows a rating distribution on COI which demonstrates how candidate perform on dispositions related to diversity. During candidate teaching practice, university supervisors and cooperating teachers complete six or more Classroom Observation Instruments. These instruments range from 24 items (History) to 121 items (Physical Education). As should be expected, most candidates show improvement in all areas as the semester progresses. The Sensitivity to Diversity: Rating on

Classroom Observation Instruments 2nd Semester 2008 2009 table shows that UPRM Candidates were rated excellent on over 88% of the 1069 Sensitivity to Diversity item responses and less than 2% were rated as deficient, meaning needing significant improvement. The Classroom Observation Instruments for that semester are available in an Access database. The actual classroom observations for other semesters are also available, but not in electronic form.

The Teacher Candidate Work Sample (TCWS) particularly in the section of Contextual Factors and Design for Instruction allow candidate to address diversity components (Exhibit 4a.3.2). Candidate use information from the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment. Regarding the task, candidates are required to discuss relevant factors and how they may affect the teaching-learning process and include supporting and/or challenging evidence which promotes/affects instruction and student learning. They also discuss community, district, and school factors: address geographic location, community and school population, socio-economic profile and race/ethnicity; and also address such things as stability of the community, political climate, community support for education, and other environmental factors.

Regarding students, candidates address student characteristics in the Design for Instruction and Assessment Plan part of the TCWS where they include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or student skill levels. Finally, candidates evaluate the instructional implications and address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. They include specific instructional implications for at least two characteristics and any other factors that will influence how to plan and implement the unit.

4a.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

Candidates have opportunities to interact with diverse higher education faculty at UPRM who come from different countries. Information on the UPR website indicates (translated to English for this report): “UPRM is one of the units with the highest numbers of international alumni and faculty. Its vibrant student life, sports, multiple extracurricular activities and scientific accomplishments make ‘El Colegio’ one of best known academic institutions among the population in general.”

http://www.upr.edu/?type=page&id=recintos_Mayaguez&ancla=Mayaguez&r_type=items&r_id=1

Higher education faculty serving students in the thirteen initial programs represent over 15 countries. (Exhibit 4b.1.1 Faculty Countries of Origin by Program)

Faculty in the unit have diverse professional preparation since they hold degrees from accredited institutions in the United States (Columbia University, Cornell University, Florida State University, Institute of Health Bethesda, Louisiana State University, Michigan State University, New York University, Ohio State University, Pennsylvania State University, Syracuse University, The University of California, The University of Connecticut, The University of Florida, The University of Minnesota, The University of New Mexico, The University of Phoenix, The University of Santa Barbara, The

University of Wisconsin- Madison, Virginia Tech, Wichita State University); Puerto Rico (Catholic University of Puerto Rico, Inter American University of Puerto Rico at Cupey Campus, Inter American University of Puerto Rico at San German, Metropolitan University, Turabo University, The University of Puerto Rico at Mayagüez, The University of Puerto Rico at Rio Piedras); Spain (Basque Country University and Polytechnic University of Madrid); and Cuba (La Habana University).

This variety of experiences among university faculty enriches candidates learning opportunities. Exhibit 4b.1.2 illustrates unit faculty professional diversity by location of the institution of higher education, academic degree, rank, type of appointment, and gender. Although 98 per cent of the faculty in the unit are Hispanic, the variety of experiences and training from each faculty including language abilities up to religious beliefs provide candidate with an opportunity to interact with faculty from diverse groups.

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

Faculty in the unit have various knowledge and experiences related to preparing candidates to work with students from diverse groups.

All foundations of education faculty in the unit have received a degree related to education. They possess the knowledge to prepare candidates to work with students from diverse groups. For example, in Foundations of Education courses, faculty focus on the biophysocial content in which they teach candidates to understand that learners do not develop at the same rate nor do they go through the same stages at the same time. They also teach candidates to understand each person is exposed to different social conditions which in turn affect them in their learning.

Eight out of eleven faculty who teach Foundations of Education possess a Ph.D. The different specialization areas include: counseling (3), curriculum and instruction (2), health education (2), supervision and administration (2), clinical psychologist (1), and school psychologist (1). In addition to this, faculty have different research interests, submit proposals for grant monies, carry out investigations, serve in graduate committees as chair or members in their departments, or work in administrative positions. These experiences are also a venue to enrich candidate experience to work with diverse groups.

Each of the faculty who teach in the unit come from different countries (Puerto Rico, United States, Columbia, and Dominican Republic) and different towns of Puerto Rico. Faculty have a variety of training from different universities which make their teaching styles very diverse as well. Candidates learn to work with a diverse faculty with a diverse background. Candidate learn through the different teaching styles and this allow them to learn and adopt a teaching style which has been influenced by both faculty and the different courses they take.

Candidate expose their diversity regarding their own knowledge and experiences to students they teach.

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

**Table 8
Faculty Demographics**

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based faculty n (%)
American Indian or Alaska Native					
Asian					
Black or African American, non-Hispanic					
Native Hawaiian or Other Pacific Islander					
Hispanic or Latino	58 (98%)				124 (100%)
White, non-Hispanic	1(2%)				
Two or more races					
Other					
Race/ethnicity Unknown					
Total					
Female	36(61%)			434	97(78%)
Male	23(39%)			632	27(22%)
Total	59			1,066	124

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

The unit complies with State and Federal employment practices when hiring faculty. In an effort to strengthen UPRM's diversity among faculty, the Administrative Board issued Certification 02-03 215 dated January 29, 2003 in which it received and approved Certification Number 02-54 (Exhibit 4b.4) part of which was translated into English for this report as follows:

“It shall be the general policy of the University of Puerto Rico Mayaguez Campus regarding faculty recruitment to issue public announcements for hiring. Qualified individuals, even if they hold a terminal degree from our institution, will be considered without preference or discrimination. In case of identical qualifications, preference will be towards diversity in an attempt for the institution to establish a universal environment. Candidates will be considered based on their merits taking into consideration the corresponding personnel committee recommendations.”

The Office of Human Resources ensures that all departments with faculty openings within UPRM announce the position beyond the university and the Island in journals of major publication such as the Chronicle of Higher Education and in professional and electronic journals related to the field of the vacant position in order to ensure a larger and diverse pool of applications. The Office of Human Resources also publishes the openings in their UPRM website. (Exhibit 4b.4.1)

In order to retain diverse faculty, UPRM provides resources through the Center for Professional Development for new professors which include training, orientation week for newly hired faculty.

4b.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse

groups?

Due to the nature of our program at UPRM, candidates in the unit have the opportunity to interact with a diverse population not only related to their field of study, but also related to other units in Puerto Rico and recently from universities in the United States. For example, candidates who are pursuing their bachelors or curricular sequences come from four different faculties (Agriculture, Arts and Sciences, Business Administration and Engineering) and those who come through the alternate route (4004) either come from various campuses of the University of Puerto Rico system (Aguadilla, Arecibo, Cayey, Ponce, or Río Piedras) or come from private institutions of higher education in Puerto Rico (Interamerican University at San German or Aguadilla, Catholic University at Mayaguez and Ana G. Méndez) and United States (Florida). (Exhibit 4c.1.1 List of Candidates by Semester)

Also candidates come from different parts of Puerto Rico, each area rich in culture and tradition particular to that area. (Exhibit 4c.1.2 List of Candidates by SES and Hometown).

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

**Table 9
Candidate Demographics**

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native				
Asian				
Black or African American, non-Hispanic				
Native Hawaiian or Other Pacific Islander				
Hispanic or Latino	747(100%)		13,828	
White, non-Hispanic				
Two or more races				
Other	1			
Race/ethnicity unknown				
Total				
Female	420 (56%)		6,695(48%)	
Male	327 (44%)		7,133(52%)	
Total	747		13,828	

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

Regarding making information accessible to diverse groups, the unit posts on its Webpage information about the various programs and sequences that are available to all who are interested in applying (both for those pursuing their bachelors as well as for those who already have a bachelor's degree). Also, during the fall semester, usually early December, the unit carries out its Open House for high school students. Here both PPMES and EDAG set up kiosks to invite all students from different parts of Puerto Rico to learn about the programs. The unit encourages potential candidates from all over the Island to apply. (Exhibit 4c.3)

Regarding accessibility to the program, when potential candidates apply but do not meet all the criteria, various options to deal with the deficiencies are presented in order to comply with all of the

requirements before entering the program.

Likewise, the unit alternative route allows for potential candidates who obtained their bachelor’s at other accredited institutions to apply and complete the program towards certification.

Regarding potential candidates who work and non-traditional students, the unit provides several classes scheduled after regular school hours which allow them to transition into the program. (Exhibit 4c.3.1)

4c.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

The unit ensures that candidates develop and practice knowledge, skills and professional dispositions related to diversity during their field experiences and clinical practices by providing them with the opportunity to work in diverse settings related to type of school, location of school, and class composition. Candidates are placed in either urban or rural secondary schools. Also candidates are placed in one of the following types of schools: academic (regular or bilingual), vocational, or magnet. Exhibit 4d.1.1 shows a table with different DEPR Practice Centers used by UPRM. Candidate also have access to CROEM which is a specialized or Magnet school (Exhibit 4d.1.1.a). A map of the island of Puerto Rico in Exhibit 4d.1.1.b illustrates the different practice centers in various towns of the island where candidate have field experiences and clinical practices. PPMES school sites are located in Western Puerto Rico (red pins) while EDAG school sites are distributed throughout the island.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

**Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs**

Name of school	American Indian or Alaska Native	Asian	Black or African American, non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	White, non-Hispanic	Two or more races	Other	Race / ethnicity unknown	Students receiving free / reduced price lunch	English language learners	Students with disabilities

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

During field experiences, candidates present a demonstrative class which is evaluated by peers and their university supervisor and feedback allow candidate to reflect lesson development regarding student cognitive, physical, cultural, and linguistic abilities. Candidate write their reflection based on feedback.

Candidate in clinical practice are required to write reflections of their experiences at school and share with their peers and supervisor in the weekly seminar. Debriefing sessions allow candidate to discuss different situations encountered throughout the week and the approach they used to deal with each one. Time for reflection is incorporated into the seminar and candidate receive feedback from the university supervisor and peers. Candidate performance is evaluated with formative and summative assessments; university supervisors a minimum of six times and cooperating teachers at least three times. The COI assesses in various areas including caring dispositions, sensitivity to diversity, reflective practice and assessment of student learning among others (Exhibit 4.d.2.Classroom Observation Instrument). Candidate are able to reflect on their practice after discussing classroom evaluations with their university supervisor who points out strengths and weaknesses in the teaching process. This provides essential elements for candidate to embark on their reflections and to share their experiences with their peers.

In the teacher work sample, specifically in contextual factors, candidate reflect on how to design instruction based on individual student needs. In design for instruction, candidate aim to use a variety of teaching strategies, tools and technology. Again, feedback allows sharing and reflecting on different practices. As a group they evaluate their development as teachers and identify how to improve teaching practice and continue to grow professionally considering an array of issues related to diversity in the classroom and community as well.

4d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 10 Demographics on Sites for Clinical Practice

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 4?

The Center for Professional Enrichment (CEP) continually trains both new and senior faculty and teaching assistants to work with a diverse population through workshops and professional development activities. Regarding cultural differences, it is important for new hires from abroad to understand our culture in order to provide a rich teaching/learning experience (Cultural Shock). The unit through the Institute for the Development of on-Line Teaching and Learning (in Spanish IDEAL) exposes faculty to the latest in technology in the classroom. Both CEP and IDEAL collaborate hand in hand to supply departments with tailored made hands-on workshops for their faculty. When the unit invests in new technologies, it provide workshops for smooth transitions to technologies and equipment. Resources for teaching workshops are extended to candidates and school faculty throughout the year.

In an effort to provide candidates and faculty with experiences related to diversity, the unit promotes many cultural activities all year long. However, in the past two years, the “Agenda Cultural” has sponsored an activity called “Del Otro Lado” which roughly translates to “From the Other Side” that deals with issues related to sexual orientation, gays, lesbians, bisexual, transsexuals, and related topics.

Link: <http://www.facebook.com/group.php?gid=28931421589>

The unit also sponsors a number of student associations which allow students of diverse interests and needs to fully participate of the university experience through enriching extracurricular activities. For example in 2008-2009 there were 148 officially recognized student associations. (Exhibit 4d.4.1).

The unit provides candidates with experiences rich in diversity and our periodical pupublishes the variety of opportunities available for faculty, candidates, andcommunity to expose themselves to diverse academic, social, and cultural activities. (4d.4.2.4).

2. What research related to Standard 4 is being conducted by the unit or its faculty?

Through research, the unit provides candidates the opportunity to work with diverse populations. For example the Center for Access to the University (CUA) (Exhibit 4.2.1) began in 2007. Its focus is community outreach for investigating and working directly with educational inequality in Puerto Rico. CUA is particularly interested in how to increase access and success in higher education for the poorest populations in PR. They are working with close to 145 students (grades 7-12) from the public housing projects in Mayagüez. Activities include visits to the main campus, College Board reviews, summer camps and recently an academic support and tutoring program which is carried out on campus with volunteers to mentor these middle and high school students.

Science on Wheels is a research project, funded by NSF that began 17 years ago at UPRM. It provides science teachers with workshops and demonstrations at schools. The purpose is to increase student access and interest in sciences before graduating from high school as well as to motivate them to consider higher education at UPRM. Science on Wheels has impacted close to 120 thousand students in public and private schools in Puerto Rico. The next step is to take this successful project to Spain. (Exhibit 4.2.2)

Recent research which focuses on understanding why students abandon their college careers aims to collect data that will allow researchers to develop strategies and projects with a more proactive approach to working with students who are at risk of not completing their college degrees. Understanding the departure puzzle of college students aims to concentrate efforts in providing students at risk with the tools they need in order to complete their degrees. The effort in this research is to investigate and expose a genuine concern of a particular population and determine which factors contributed to their departure and to develop institutional policies to provide access to graduation to all students

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g.,

earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]

Table 11
Faculty Qualification Summary

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

Certification No. 71 2006-07 (Exhibit 5a.2), establishes that in order to be considered for tenure, faculty need a terminal degree in the content area they will teach. Eighty four percent of the unit's full time faculty holds a doctoral degree related to education. Currently, there are only 4 permanent faculty who do not hold a Doctoral Degree. However, their expertise has been proven through an average of experience of 10 years in higher education in one or more of the following positions: chancellor, dean, directors, assistant director, teacher, elementary and secondary school cooperating teacher, methodology teachers, and as university supervisors. All these faculty hold a master's degree in education and are fully qualified for the subject matter, methodology, or clinical practice they teach or supervise. Sixty four percent of the adjunct faculty who teach methods or clinical practice hold a doctoral degree and are experts in their content knowledge area. In 2009-10, the unit hired eleven part-time faculty members who teach methodology courses or supervise clinical practice. Five (45%) of them hold a doctoral degree and the other 6 a master's degree. Four of the part-time faculty with master's degree also work as secondary public school teachers and are classified as highly qualified teachers. The other 2 are former teachers retired from the public school sector after a productive career with a great deal of experience to share with our teacher candidates. One of them has served as an assistant principal and regional math supervisor for more than 20 years. We hired 2 new part-time supervisors: one for the teaching of history and the other for art; both hold a master's degree and have taught in higher education for several years. All the instructors with a master's degree have taught secondary school, with experience delivering seminars, workshops, mentoring sessions or tutoring teachers and/or students from either public or private schools. (Exhibit 5a.2.1)

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

One hundred percent (100%) of the partnership school faculty are certified in the fields they teach (Exhibit 5a.3). School-based faculty serve as cooperating teachers for candidates and must have a Cooperating Teacher Certification in force for five years and a teacher certification at the level and content area they teach. These processes are regulated by Policy Letter 10-2004-2005 of the Department of Education of Puerto Rico (Exhibit 5a.3.1) which establishes that to be certified as cooperating teachers, they must be licensed and have at least two years of teaching experience. In addition, a three credit hour course (45 hours) (Exhibit 5a.3.2) must be approved previously to serving as Cooperating Teachers. They also must comply with further educational requirements in order to recertify every five years and keep up to date. The unit provides both the Cooperating Teacher courses and the recertification course and issues certificates accordingly. Cooperating teachers are selected by the director and clinical practice coordinators of the unit after consultation with the school principal.

Decisions for their continued services is based on evaluations of their performance according to established criteria. These evaluations are assessed by candidate evaluations, university supervisors, and the recommendations of the clinical practice coordinator (Exhibit 5a.3.3). The unit also asks cooperating teachers to evaluate the Program (Exhibit 5a.3.4). This on-going feedback is analyzed and used for decision making to improve the Program.

To this date, the unit has a list of more than 130 certified school-based faculty. We are currently working with thirty five of them. This number changes each semester and depends on how many candidates are eligible for clinical practices. (Exhibit 5a.3.5)

<http://www.de.gobierno.pr/dePortal/Descargas/cartas/10-2004-2005.pdf>

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

The clinical faculty members who supervise field experience and clinical practice are selected based on their academic and professional experience in school settings. More than 15 faculty had experiences working in secondary school either as classroom teachers or as a resource since they had mentored, tutored, or provided workshops and seminars at school facilities. Their knowledge contributed to form better candidates. When clinical faculty visits schools and evaluates classroom environment, they share their expertise and observations to improve teaching practices for candidates as well as for their cooperating teachers. To illustrate, last semester we had four teachers from the Department of Education of Puerto Rico teaching different educational courses including field experiences and clinical practices.

Several faculty members are involved in teacher and student trainings. Current and past partnerships with school systems include: AFAMaC (Mathematics and Science Education Partnership Program) <http://ifem.math.uprm.edu/afamac/>; IFEM (Institute for the Strengthening of Mathematics for Teachers grades 4 to 12) <http://ifem.math.uprm.edu/>, OMPR (Mathematics Olympics for Elementary and Secondary Students) <http://www.ompr.comoj.com/>, ALACIMA (Alliance for the Improvement of Science and Mathematics Teaching in Schools) <http://alacima.uprrp.edu/index.php>, Science on Wheels (Enhancing Science and Technology Education in K-12) <http://sonw.uprm.edu/ols>, CUA (University Center for Equal Access to Education) http://www.cua.uprm.edu/public_main/, and REMA (Internet resource for candidates and their students) <http://sites.google.com/site/remappmes/>. Faculty members also collaborate as organizers, coaches, referees, and/or judges in Special Olympics <http://www.uprm.edu/edfi/index.php>. Faculties also serve as judges in Agricultural and Science fairs in schools island-wide. Another mentoring program faculty have collaborated in DEPR was Supporting Teacher Excellence and Professionalism (STEP).

5a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 11 Faculty Qualification Summary

See **Attachments** panel below.

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

The conceptual framework, current research, and development in the field are reflected in instruction by professional education faculty, in course syllabi, field and clinical experiences, and assessments.

All faculty members possess a thorough understanding of the content they teach. They are teacher-scholars who integrate advances in their courses and contribute to the advancement of professional practices in their field of study. There are committees for every course; faculty who teach the same course meet to review the syllabus, course objectives, references, and main topics as well as discuss the teaching and evaluation strategies. These course committees select the textbook and specify the supplementary readings candidate are required to read. These regular reviews ensure the conceptual framework is an integral part of course instruction and that current research and developments in the field are integrated.

The integration of theory and practice promoted by faculty leads candidate to explore the structure of the discipline, the context, and individual nature of learning and teaching. Candidate reflect and explain instructional decisions from field and clinical experiences.

Part of faculty academic requirements include to serve in a Thesis or Dissertation Committee either as a reader or chair; therefore, faculty who are engaged as readers bring in new and current knowledge to their courses.

Evaluations by candidates demonstrate faculty instruction reflects aspects of the conceptual framework such as content knowledge, critical thinking, oral and written communications skills, research skills, and use of technology.

In peer evaluations content knowledge, pedagogical practices, planning, class interactions, use of technology are assessed.

See exhibit:

5b.1 Student Survey and results.

5b.1.2 Faculty evaluation Format

5.b.1 (3) Student Opinion Survey (Parts of COE)

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Reflection, critical thinking, problem solving, and professional dispositions are developed through a broad range of instructional practices. Candidate in the unit are involved in the following educational experiences: case studies, group activities, debates, demonstrations, inquiry projects, portfolios, films, technology-based projects, and lectures.

To develop reflection, critical thinking, problem solving, and professional dispositions, the unit requires all candidate to develop a Teacher Candidate Work Sample (TCWS) (Exhibit 5b.2) in their field experience and clinical practice. The TCWS was developed by the Renaissance Group (<http://www.uni.edu/itq/RTWS/index.htm>) and our unit adopted it. To illustrate, each candidate must develop as a final assessment in the required Philosophy of Education course (EDFU 4019) (Exhibit 5b.2) an essay on their educational philosophy. Later, candidates must reflect on their philosophy in the field experience course as well as in their clinical practice. Candidates are also required to include three disposition reflection essays in the TCWS while observing in the school classroom (at the beginning of the semester, in the middle, and towards the last month) during the field experience course and three more during the clinical practice. Candidates must reflect on how to improve their teaching practice by analyzing relationships between instruction and student learning.

In courses like the exceptional children and social problems in education, faculty encourage the use of

case studies and a diverse array of research methods. These strategies allow candidate to reflect, solve problems, and develop a critical-thinking mentality.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

Faculty members use a wide variety of instructional methods and assessments to meet the outcomes of the Conceptual Framework.

Faculty at PPMES are aware they serve as models for candidate in teaching practice, so they deliberately utilize a variety of pedagogical techniques in their classrooms. In addition to lecture, they use group work, video presentations, oral and written presentations, simulations, power point presentations, on-line interaction using Elluminate, a variety of field experiences, guest speakers, panel discussions, group and individual candidate presentations, a variety of advance organizers, student self-assessment, seminars, candidate logs, and other reflection response techniques.

Faculty use both formative and summative assessments. Formative assessment strategies include quizzes, tests, oral and written presentations, portfolios, categorizing grids, conceptual maps, demonstratives classes, schools observations, daily work, study cases and special projects. Summative assessment require faculty to evaluate candidate's overall performance for a final grade. Evaluation criteria are outlined in the course syllabus and discussed with candidates at the beginning of each semester. (See summaries of syllabi in Exhibits).

5b.4. How do unit faculty members incorporate the use of technology into instruction?

Faculty regularly uses technology in teaching and scholarly activities. All faculty members are provided with computers and accompanying printing, electronic mail, and Internet services in their offices. All classrooms in the program are equipped with computer, internet, electronic board, and in focus projector. Additionally, there is a cart with twenty (20) laptops available for faculty classroom use. There are three projection rooms readily available for faculty to incorporate media into their instruction (for example movies). There are also three classrooms equipped with television, with both VCR and DVD players, and speakers. There are two computer labs for teaching microcomputers and technology training (for example E-portfolio). One of the computer labs is also available as a computer center for candidate use during regular hours.

Faculty is also knowledgeable about microcomputers and technology, integrating these into their own teaching and scholarship. They incorporate computer applications and information regarding technology in their courses. Faculty is trained to use technology, such as Windows, power point presentations, Excel, audio and video conferencing, web-based instruction and you tube videos. Faculty use smart boards, incorporate film clips, use on-line data bases, chats, blogs, podcasts, e-mail, video recordings of demonstrative classes among others. Candidates in turn are required to utilize technology in course assignments, field experiences, clinical practices, and in communication with peers and faculty.

In the past, several faculty members utilized the WebCT platform. However, during fall of 2009 the unit (<http://uprm.info/ideal/>) migrated to Moodle and is currently retraining its faculty to use this new platform. Several faculty members offered hybrid courses and interactive distance communication using Elluminate Platform (Edfu 4019 and Edpe 3129) (Exhibit 5b.4). Also faculty is training in the use of clickers as in-classroom assessment tools as well as using Google sites in order to provide feedback and evaluate candidate TCWS since all candidates are required to prepare the electronic portfolio.

Specific examples in which technology is being used in individual courses can be seen in course syllabi and in candidate electronic portfolios.

In order to promote professional development regarding the use of cutting edge technology, the unit through the Center for Professional Enhancement (CEP) and through the Institute for the Development of on-Line Teaching and Learning (in Spanish IDEAL for Instituto para el Desarrollo de la Enseñanza y el Aprendizaje en Línea) provides technological training for all faculty throughout the academic year (Exhibit 5b.4).

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

Faculty members are evaluated by candidates with student opinion survey students' opinion known as COE) at the end of each course. Instructors receive this feedback when the semester is over and grades are turned in. Faculty members use the results of their evaluations to make appropriate adjustments for subsequent semesters. Besides the COE survey, candidates are encouraged to evaluate faculty through open-ended questions which highlight their strengths and areas for improvement. (Exhibits 5b.5 COE and 5b.5.1 Open-ended Questions)

Results of candidate evaluations are a required component of reappointment, tenure, and promotion reviews. Faculty members seeking tenure are expected to garner strong teaching reviews from candidates in order to earn tenure. Candidate assessments are collected for tenured faculty and used in promotion and professional development. The COE instrument is divided into different parts which allow candidates to evaluate not only the faculty 's content knowledge, but also the punctuality, methodology, test construction, respect towards different views and diversity and so on. The COE instrument is composed of 37 items. The analysis offered by the computer office summarizes each item so faculty can evaluate their execution in a profound and meaningful way.
<http://www.uprm.edu/evaluaciondocente/docs/COE.pdf>

Peer evaluation by the Personnel Committee is mandatory according to Certification 86-87 476 of the Administrative Board. These are required when faculty are evaluated for tenure or promotion. Faculty are also responsible for self evaluation using Appendixes F (General Evaluation Module) and G (Teaching Evaluation Module). (Exhibits 5b.5.2 and 5b.5.3 accordingly)
<http://www.uprm.edu/senadojunta/docs/certjunta/86-87-476.pdf>
 (Samples of faculty formats evaluations are available in the exhibits.)

5b.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

Institutional Policy through Certification 08-09-309 requires faculty teach to develop scholarly research, mentor and counsel candidates, provide creative work, investigation, presentations, publications, peer evaluations, and participate in activities of academic interest in their college and institution.
<http://www.uprm.edu/senadojunta/juntacertareas.html>

Unit effort to promote scholarship derives directly from UPRM mission to serve society by preparing professional educators who are subject matter specialists with dispositions of social, cultural, humanistic sensibilities and ethical values, who possess competence, skills and general knowledge, to become highly effective teachers. The unit prepares educators committed to vanguard educational paradigms, with an inquisitive attitude, capable of creative and critical thinking with mastery of pedagogical and conceptual knowledge in their discipline. Hence, faculty serve the educational community by modeling and applying their expertise to improve the candidate professional knowledge, and ensure faculty keep current in their fields. The unit provides various resources to ensure faculty comply with scholarly work. CEP is responsible for training faculty in new technologies in the classroom: use of smart boards, clickers, podcasts, blogs, new platforms such as Moodle, and electronic portfolios. CEP provides workshops in areas such as writing proposals, developing grants, administering budgets, writing research, and presenting findings. The unit provides support for research through the Research and Development Center (in Spanish CID for Centro de Investigación y Desarrollo) which is responsible for reviewing, endorsing, and submitting proposals to external sponsors. Support ranges from initial funding opportunities, dissemination through compliance with human research and animal protection policies. The unit holds faculty up to the highest standards, thus ethics seminars and investigation are readily available.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

The major emphasis of UPRM is teaching. However, faculty members are routinely engaged in other scholarly activities, specifically, guiding theses and conducting research. (Exhibit 5c.2)

In Agricultural Education 75% of the faculty members are engaged in research activities. Faculty members participate and present in regional and national conferences. They publish in professional journals. They also write proposals, mentor students, and support the community through educational and special service projects.

Faculty members demonstrate they are teacher scholars through publications, presentations, creative work and service. Twenty three of twenty five (92%) full time faculty have published and also made at least one presentation every year. Some have published more than five papers and a variety of other academic publications. Some faculty members contribute a considerable number of both. Presentations and workshops are made at local, national, and international conferences and meetings. Favorite areas of faculty interest include active learning, evaluation and assessment, discipline, test construction, planning, use of technology, educational philosophy, social problems in education, how students learn, neuroscience, effective strategies and techniques in education, and curriculum development.

Fifty five percent (55%) of full time faculty also participate in interdisciplinary grant collaborations to seek external and internal funding for new initiatives in education. (Exhibit 5c.2.1)

<http://www.uprm.edu/cep/>

<http://cid.uprm.edu/>

<http://www.uprm.edu/cpshi/introduccion.htm>

Faculty have also written or edited books, contributed chapters in edited books and published instructional materials while others have prepared instructional modules for their courses. Our faculty also collaborates in their scholarship with other colleagues both within the university as well as with

colleagues at other institutions of higher education, colleagues in K-12 classrooms, and other educational settings.

5c.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

Following with the institutional mission, faculty are required to actively and consistently engage in service activities which contribute to the improvement of candidate experiences, community service, the program, and educational professionalism. Faculty members are expected to model unit core beliefs as described in the conceptual framework.

Voluntary service have been provided to non profit communities organizations, either as advisors or members of their directive boards. These organizations engaged in providing services to the community such as education, environmental conservation, advocacy for population with special needs and empowerment among others.

All faculty are required to serve on committees at various levels: departmental, college, unit and institutional; collaborate with secondary schools as members of school boards; and participate in professional associations at the local, state, and national level. For example, institutional committees include the Registration Committee, Library Committee, Teacher Education Executive Committee, Teacher Education Assessment Board, Teacher Education Advisory Board, Program Evaluation Committee, and Ad Hoc committees. Departmental committees include the following: Institutional Report Steering Committee, Teacher Education Advisory Board, Teacher Education Assessment Board, Curriculum Committee, Personnel Committee, and Student Learning Assessment Committee. Faculty support candidate at the program level by hosting orientations, advising candidates, and providing additional feedback during field experiences and clinical practice. As part of the annual institutional report, faculty must present evidence of their activities and their impact on the academic, professional and the external community.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

Seventy five (75%) of our faculty are engaged in various service activities related to K-12. For example, during the month of December the unit holds an Open House for students from public schools of Puerto Rico. Faculty volunteered to offer orientations about the program. (Exhibit 5d.2.) Every year during the Spring semester, the unit holds the highly awaited “5 Días con Nuestra Tierra” which roughly translates to: 5 days with our land. Here the unit opens to the community at large for five days showing the latest in the field of Agriculture. Faculty also serves as judges for science fairs, mathematical competitions and coaches for school teachers in several teaching academies. For example, faculty collaborate with AlaCiMa which provides training for K-12 teachers of Math and Science. During the summer, faculty

from physical education carry out a week-long activity directed to visually impaired students from the Island.

Unit faculty serve the campus community in a variety of leadership roles. They have been appointed to serve on committees such Middle States Accreditation, NCATE, Faculty Senate, Academic Affairs, Strategic Planning, Assessment, Personnel, Graduate Studies, Graduate Council, Institutional Disciplinary Committee, and offer seminars and workshops for graduate students.

In the external community, all faculty serve or have served in diverse and meaningful ways. For example, some have served in the Commissioner's Advisory Committee for Professional Standards, the Policy Committee for Gifted and Talented Children for the Department of Education of Puerto Rico, and on the College Entrance Examination Board Review Panel, among others. They have also served as members of the Board of Directors in different institutions, contributed with volunteer service for non-profit community development associations, and with other private and public educational institutions in roles such as theses reviewer for students outside UPRM.

The faculty is actively involved in professional associations; some serve as peer reviewers for papers submitted to international conferences. Other faculty provide education-related services at the local, state, national, and/or international levels in their areas of expertise and specialization. Evidence of this is available in curriculum vitae provided by faculty.

5d.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

The evaluation process for faculty is standard across all academic departments in UPRM. Peer evaluation by the Personnel Committee is mandatory (Administrative Board Certification 86-87 476). Faculty who are assistant professor require annual evaluations, associate professors every two years , and full professors every four years. (Administrative Board Certification 86-87 476 p.3)

Results of faculty evaluation by candidates are a required component for reappointment, tenure, and promotion reviews. In the unit, faculty seeking tenure are expected to garner strong teaching reviews from candidates in order to earn tenure. Candidate assessments are collected for tenured faculty and used in promotion and professional development.

<http://www.uprm.edu/senadojunta/docs/certjunta/86-87-476.pdf>

All faculty including adjunct and non-tenured faculty are evaluated using the Student Opinion Survey (COE) instrument. The unit uses the results for hiring decisions. Results of the evaluations are posted on the faculty university account for them to access, review, and study in order to set new goals.

<http://www.uprm.edu/evaluaciondocente/docs/COE.pdf>

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.]

In 2006, the unit validated an instrument called End of Program Survey with the purpose of gathering data related to the performance of the unit. Every year, candidate close to completing the Program answer the “End of Program Survey” in which they evaluate the courses, faculty, administrative process, and physical facilities.

Candidate ranked faculty performance and results for the last three years showed a steady increment from 85% in (2006), 93% (2008), to 96 % in 2009. The difference is an eight percent between 2006 and 2008 and a three percent between 2008 and 2009; which indicates faculty are reflecting over their practices and making efforts to promote a mentality of continuous improvement. These practices are yielding promising results.

On the other hand, results from COE for the last three years were: 92.89% for 2006-07, 92.71% for 2007-08, and 93.91% for 2008-2009. The overall average reflects faculty is pretty stable in their practice. COE is a campus-wide assessment tool administered to all students enrolled in courses in UPRM regardless if they are registered in the Teacher Certification Program as opposed to the former instrument which gathers data from candidates who are more familiar with the program.

When results of both instruments are compared, they show highly similar results. It is reasonable to conclude students are consistently grading faculty performance in a positive manner. The importance of both results shows the unit has a qualified faculty.

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

Faculty evaluations are used to improve teaching. Candidate have the opportunity to sincerely express themselves by answering an open-ended questionnaire which is part of the COE. Candidate are instructed to point out two strengths faculty possess in teaching the course and they are also encouraged to point out two recommendations for course improvement. Additional space is provided for additional comments. Faculty will not see results of these evaluations until the following semester. When results come in and a weakness is identified, the department chair meets with the faculty in order to develop a plan for improvement. The faculty self-reflects on the practices and makes the necessary adjustments.

Evaluations of teaching, scholarship, and service are performed by faculty peers. If the results are not positive, faculty must reflect on their practice and be willing to request recommendations for improvement.

5e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

Results from the Student Opinion Survey (COE) are divided into the following: promoting learning, designing educational experiences, teaching, administration, and quality of content knowledge. After reviewing and analyzing details of the COE results, faculty are encouraged to engage in a wide array of professional development activities on their own initiative. Also, the Center for Professional

Enhancement (CEP) offers a variety of workshops and activities for faculty to improve their teaching skills. CEP periodically receives petitions and recommendations from different departments at UPRM. Recommendations received in these workshops respond to specific needs. For example, the unit identified the need to strengthen computer skills among faculty to facilitate the adoption of educational technology. The unit made arrangements with CEP for the delivery of different workshops in this particular area to enhance faculty technological skills. The unit also collaborates with CEP on an ongoing basis organizing workshops in topics related to how people learn; for instance new developments in neuroscience and learning.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Each semester CEP offers numerous professional development activities for faculty to improve their teaching. Several workshop titles offered include the following: (2009) Blogs, Clickers and Other Educational Technologies; Creating Syllabi and Course Objectives; Introduction to the Research and Development Center; Who Are My Students, Net Generation and UPRM Student Profile; Easy to Use Active Learning Techniques, Course Management With Moodle. (2008) Active Learning; How Students Learn; Faculty Evaluation System; Instructional Objectives; Students' Rights and Duties; Professor/Student Relationship; Library Orientation, Test Construction, First Day Of Class: Cultural Shock.

At the beginning of each semester, the unit offers a variety of seminars for candidate and all faculty are invited. Seminars include: Effective Use of a Roll Book; Test Score Tabulation and Analysis, Discipline and Classroom Management, Curriculum; Unit and Daily Planning; Specification Payroll; How to Make Tests; Reasonable Adaptations; and Electronic Portfolios. Seminars are selected from a list of concepts candidate identify as important. A three-day seminar is underway for university supervisors who do not hold a doctoral degree in education. Topics are similar to those taught to candidates. Besides faculty development, the Chancellor's Office offers two workshops each semester for administrative personnel to develop knowledge, attitudes, and skills related to their duties.

<http://www.uprm.edu/cep/>

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Full time, adjunct, and non-tenured faculty participate in professional development activities on and off campus and they participate in at least one professional development activity per semester; however, there are faculty who participate in more than six professional development activities in a any given year. In spite of the serious economic constraints present in Puerto Rico, opportunities for pertinent on campus professional development are available through the CEP and the Division of Continued Education and Professional Studies (DECEP). A list of faculty with professional development activities in which they have participated is available in Exhibit 5f.3.1.

5f.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 5?

Overall, the ultimate assessment of how well the unit performs with respect to preparing competent teacher candidates may be our program graduate performance on the Teacher Certification Tests (PCMAS) of the Department of Education of Puerto Rico. These exams, administered by College Entrance Examination Board (CEEB), in many instances represent the most important criteria as a recruitment gauge by both private and public educational institutions where it determines starting salary, job conditions, or benefits offered to teachers. Historically, graduates from PPMES at UPRM have done particularly well in PCMAS tests, with minor exceptions, when compared to graduates from other institutions. This outcome, coupled with the scores obtained in the student evaluations described earlier, could not be possible, in our judgment, without a faculty who dedicate considerable time and effort to maintaining a high standard of competency, modeling best practices, reflecting upon their professional practices, and who continuously are collaborating with colleagues in and out of their discipline, unit, schools, and communities.

2. What research related to Standard 5 is being conducted by the unit or its faculty?

Both the COE and the End of Program surveys to pre service teachers represent institutional research endeavors undertaken by the unit to systematically evaluate faculty performance and facilitate the identification of professional development needs. Also, full time and adjunct faculty as part of their academic work load related to the Program or collaborative initiatives with external funding such as ALACIMA and AFAMAC engage in research to improve teaching across the disciplines or dealing with a particular subject matter. On occasions, research conducted involves teacher candidates working with faculty who upon graduation will benefit from the acquired knowledge or experience.

Future plans include to identify resources to undertake research among graduates from the program to inquire further into aspects of their education that could have helped them improve actual performance in the classroom. Plans include to seek additional resources to expand support offered to faculty and student research endeavors through CRUISE. Institutional and faculty research in support of a better teacher preparation is also expected and is likely to be encouraged by the synergy sparked by the recent appointment of a researcher as auxiliary director for the Continuing Education Program of the unit which provides professional development opportunities to adults. With a business research and entrepreneurship educational background, this addition to our staff will yield and assist in expanding external resources available to support research and community service endeavors which will foment an even stronger research-based teacher preparation program.

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all

programs at the institution for the preparation of educators?

The unit with the primary authority and responsibility for teacher preparation programs at UPRM consists of the Secondary Education Teacher Preparation Program (in Spanish PPMES for Programa de Preparación de Maestros de Escuela Secundaria) and the Agricultural Education Program (in Spanish EDAG for Departamento de Educación Agrícola) under the Office of the Dean of Academic Affairs. PPMES is housed in the Division of Continuing Education and Professional Studies (in Spanish DECEP) and EDAG is housed in the College of Agricultural Sciences. The program directors coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators. The EDAG director reports to the dean of agricultural sciences, who in turn reports to the dean of academic affairs. The PPMES associate director reports to the DECEP director who reports directly to the dean of academic affairs. The dean of academic affairs, the unit head, oversees all components of the teacher preparation at UPRM. The dean of academic affairs shares responsibilities with one associate, and one assistant dean. In addition, the dean works with the academic faculty deans (Arts and Sciences, Agricultural Sciences, Business Administration, and Engineering) and the unit directors. The dean of academic affairs reports to the chancellor.

While PPMES offers the education courses including foundations, methodology, and student teaching practice; the content courses are offered by 13 disciplinary departments. This structure supports UPRM emphasis on breadth and depth of content knowledge. The directors of the disciplinary departments collaborate with the DECEP director and the PPMES associate director in the planning and coordination of delivery of courses. The departments of Physical Education, Mathematical Sciences, and Physics in the College of Arts and Sciences offer bachelor degrees in education with their respective specialized education courses. These programs are also part of the teacher preparation unit. Faculty from the College of Arts and Sciences and the College of Business Administration who supervise student teaching practice or teach specialized education courses in their respective departments also form part of the teacher preparation unit (Exhibit 6a.1.1 Organizational Chart of the Unit).

UPRM has a well-defined organizational structure with clear lines of leadership and authority to facilitate its efficiency and effectiveness. The UPRM chancellor, the highest academic and administrative authority, is nominated by the president of the University of Puerto Rico (UPR) system, in consultation with the faculty, the administrative personnel, and UPRM students. The chancellor is appointed by the Board of Trustees in accordance with the University of Puerto Rico Law # 1 enacted January 20, 1966, Article 7 (Exhibit 6a.1.2).

The chancellor's main responsibilities include: 1) Preside over the Administrative Board, the Academic Senate, and faculty meetings; 2) Appoint deans, departmental directors, and university personnel; 3) Resolve appeals against decisions made by deans; Represent the campus at functions, ceremonies, and academic activities; 4) Prepare the campus' annual report and budget petition for submission to the president.

The UPRM Administrative Board consists of the chancellor as presiding officer, the deans, two academic senators elected from faculty members, not ex-officio members, and an elected student representative. The president of the university also serves as an ex-officio member. The Administrative Board acts as an advisory body to the chancellor, prepares the campus development plan, approves the chancellor's budget proposal, and makes final personnel decisions regard tenure, promotion, and leaves of absence.

The Academic Senate at UPRM includes all the Administrative Board members, the library director, the counseling office director, and faculty representatives elected from the colleges whose total must not be less than twice the number of the ex-officio members, an elected member from the library and counseling office, and ten student representatives. The Academic Senate is the official forum of the academic community. Its main task is to participate in the formulation of academic processes within the

university legal structure. The faculty is composed of chancellor, deans, department directors, and professors. The University of Puerto Rico law defines faculty functions, privileges, duties, and rights. The dean of administration is responsible for planning, coordinating, evaluating, and supervising tasks related to the different administrative and operative processes.

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

Admission to a UPRM undergraduate program is determined by the General Admission Index (the IGS in Spanish) which is a weighted average (50 percent) of the high school grade point average and (50 percent) the College Entrance Examination Board (CEEB) mathematical aptitude and verbal aptitude scores. The admission IGS for each program is set according to the capacity to meet the demand. Consequently, the admission IGS is different for each program and may vary for a given program from year to year.

Prospective candidates may either enroll in PPMES or EDAG after completing a bachelor's program or while pursuing a bachelor's degree at UPRM. Prospective candidates who have completed a bachelor's degree from any UPRM program or from another institution can apply for admission or re-admission to UPRM to complete a curricular sequence in the Teacher Preparation Program. Prospective candidates who are pursuing a bachelor's program at UPRM in the Colleges of Agricultural Sciences, Arts and Sciences, Business Administration, or Engineering can also apply for admission to the teacher preparation program in PPMES or EDAG. The policies and practices regarding recruiting and admitting teacher candidates are established in the brochure (Exhibit 6a.2.1) and the Undergraduate Catalog (Exhibit 6a.2.2).

Every year, all departments are required to send to the office of academic affairs all changes and corrections to the institution catalog regarding recruitment, admission practices, academic offerings, and requirements as well as other information of interest to the university community.

Admission requirements and general information are included on the admission application form for teacher candidate prospects. The teacher preparation program maintains a web site on which the program requirements, forms, and manuals are available (Exhibit 6a.2.3). Candidates are informed about the institutional dates on the academic calendar published on the UPRM web site (Exhibit 6a.2.4).

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

The UPRM webpage (<http://www.uprm.edu>) is continuously updated with information regarding admissions, the academic calendar, the catalog, and academic offerings. Department directors are charged with keeping information regarding programs offered by their departments accurate and up to date in the university catalog. To this end, the dean of academic affairs sends annual reminders with deadlines for these updates. The unit issues paper and electronic memorandums, flyers, brochures, guides, and manuals to keep candidates and prospective candidates informed. The unit regularly posts recent information and promotional materials on bulletin boards. The 2005 Middle States Commission on Higher Education Self-Study Survey revealed that 85 percent of the students perceived the institution as honest and reliable with respect to the information it discloses to the internal and external community (Exhibit 6a.3.1 MSCHER UPRM Self Study).

6a.4. How does the unit ensure that candidates have access to student services such as advising

and counseling?

Teacher candidate have access to all college student services provided by UPRM. The dean of student affairs is engaged in the holistic development of college students with special emphasis on the intellectual, psychological, physical, and personal aspects. Student services that complement academic life include those offered by the offices of Financial Aid, Counseling and Guidance, Admissions, Extracurricular Activities, Quality of Life, Psychological Services, Medical Services, Student Associations, and Athletic programs. Exhibit 6a.4.1 <http://www.uprm.edu/orientacion/index.html>).

Candidates have access to quality professional counseling provided by the Counseling and Guidance Department. Professional counselors offer the Adjustment to University Life Seminar to all first year college students prior to their first semester. This seminar provides UPRM students including unit candidates the opportunity to become acquainted with different aspects of university life. Departmental academic counseling assists candidates scheduling their academic load each semester in accordance with course sequence of their program of study and individual needs. The unit director and faculty are available to provide candidates with additional counseling and guidance. Furthermore, each candidate is assigned a full-time faculty member in his/her department as an advisor. The PPMES counselor evaluates candidates academic programs and advises them regarding meeting the requirements to enter teaching practice. Candidates are advised and counseled by the PPMES coordinator with respect to their field experiences and clinical practices. Therefore, teacher preparation program candidates benefit from two professionals who monitor and track their progress throughout their programs of study as well as orientation from a counselor in the dean of students' office. Candidates also have access to psychologists and mental health specialists at the medical services center.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The Teacher Education Advisory Board, the Teacher Education Assessment Board, the Institutional Steering Community, the Comite Timon for Program Reports, and the Methodology and Student Teaching Curriculum Committee seek input from the professional community. Exhibit 6a.5.1 includes a table with the Unit Committees, their functions, and members with a detailed listing of which members of the professional community belong to which of these committees, the specific responsibilities of the committees, and how they participate in program design, implementation, and evaluation. Specifically through the Teacher Education Advisory Board, the unit regularly obtains information and recommendations from 7-12 faculty, candidates, principals, cooperating teachers, and district administrators. The main goal of the Advisory Board is to analyze the efficiency and effectiveness of UPRM teacher preparation programs and recommend improvements. The unit communicates regularly with the professional community through frequent involvement in schools and makes extensive use of a network of teachers and administrators to obtain ongoing formative and summative feedback. The unit convenes annual meetings with 7-12 cooperating teachers and administrators to focus on specific program strengths and areas for improvement, as well as implementation and evaluation issues. When specific areas for improvement in aspects of professional development have been detected, the UPRM Center for Professional Enrichment (CEP <http://www.uprm.edu/cep/>) is asked for collaboration. The CEP is the office in charge of organizing professional development workshops for continuous improvement of faculty teaching learning, assessment, and research skills across the campus in accordance with the identified needs of the academic units. This Center responds directly to the dean of academic affairs and well prepared faculty from all disciplines as well as professional community members serve as resources.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

The unit facilitates and sustains communication and collaboration with other UPRM academic departments which contribute to the preparation of teacher candidates through general education courses and specialized courses of varied disciplines that are requirements of the program. Besides the established collaboration between the faculty of PPMES and EDAG, faculty from the discipline departments also have the opportunity to participate actively in the decisions that affect their program as members of curriculum, program accreditation, program evaluation, and program revision committees. (Exhibit 6a.6.1 <http://sites.google.com/site/irncateuprm/reuniones> and Exhibit 6a.6.2 Minutes of Board and Committees meetings <https://sites.google.com/site/ppmesuprm/>).

The unit collaborates closely with the Short Courses and Special Projects Program (in Spanish PCCPE). The cooperating teacher course, a 45 contact hour course required by the PRDE that UPRM offers annually organized and sponsored in part by the PCCPE. The reviews for the Teacher Certification Exams, 27 contact hours, are also organized and offered by the PCCPE. The PCCPE recently submitted a \$30,000 proposal to the Angel Ramos foundation to expand the materials and resources in the CRUISE. The CRUISE (Centro de Recursos Universitarios Investigación y Servicios Educativos) itself was created to address candidate concerns regarding resources for planning and preparing for their teaching practice classes. The CRUISE received a significant addition of equipment and educational materials in the fall of 2009 from the Puerto Rico MSP known locally as AlACiMa. The CRUISE is cooperating with Dr. Craig Wilson from Texas A&M and his Mini-Institute for Future Scientists sponsored by the USDA. UPRM has a history of working with the local schools, teachers, and candidates. Current projects include AFAMAC (MSP), GLOBE, and Future Farmers of America (for more information on these and other projects see Exhibit 6a.6.3).

6a.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

As a state institution, the University of Puerto Rico (UPR) system is primarily funded by general state funds on a formula specified by law to accomplish its mission and goals. Specifically, funding is based on the number of students enrolled and the academic programs. The portion of the UPRM budget provided by the Commonwealth government is a recurrent assignment for operational expenses. The UPR Board of Trustees approves and certifies the budget assigned to UPRM. Annually, the academic departments and the administrative offices submit budget petitions to the UPRM chancellor, based on the activities planned for the following year. This petition is carefully revised by the chancellor and his staff to assure an effective assignment consistent with institutional plans. This budget is later presented to the Administrative Board in conjunction with the budgetary distribution, for approval. Once the budgets are assigned to the departments, the funds are administered by the department director according to university policies. In the event that additional resources are needed, the department director submits an application requesting funds to the chancellor for his consideration.

In the case of the PPMES, its operational budget is supplemented by DECEP revenues from offerings to the general community, including short courses. It is difficult to make direct budget comparisons between the teacher preparation unit and other academic units because some programs require more expensive equipment or more faculty than others. Table 6b.1, presents the annual budget of the unit

compared to Nursing and Business Administration for years 2006-2009. These budget allocations correspond to the affiliated faculty and the number of students served by each department. The unit has consistently been funded at a level that can support its programs. While funding has remained relatively constant over the last three years, the funding has been adequate to support the unit. In comparison to the budgets of other academic units on campus the teacher preparation unit budget is adequate.

The final budget for units shows an increase of 7% percent during the last four years. As observed in Table 6b.2, the Institution assigned sufficient funds to the program to allow the unit to offer quality service to teacher candidates. (Exhibit 6b.1.2 Unit Budget).

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

years 2006-2007 to 2008-2009 as a result of an institutional policy directed at retaining the most competent faculty. This policy is expected to improve the quality of all UPRM programs, including the teacher preparation program, during the coming years.

An increase in the expenditure for equipment and professional accreditation can be observed in the budget in spite of the current financial constraints faced by the institution. Investments in the unit have improved facilities and the program by increasing technological support for the learning process and the self-evaluation related to the accreditation process. Both directly contribute to improvements in program quality.

Last year unit faculty enjoyed the benefits of institutional funds for sabbaticals, and leaves of study. During 2008-2009 a total of \$574,178.92 were expended for such purposes which represented approximately 4.35 percent of the annual budget. These investments directly supported all programs for the preparation of educators. (Exhibit 6b.1.1 Código 8010,2211, 2212, 2213 Presupuesto General).

Unit accomplishments show an effective use of financial resources. Physical facilities, technology in the classroom, and accreditation are important in the unit and have received corresponding financial support. The unit maintains high standards and works to improve. The consistent high success rates of unit candidates on the PCMAS tests over the years, as shown in standard one data analysis, reflects these high standards

The budget in the unit compares favorably with other academic units (Exhibit 6.b.1). Table 6.b.2. shows the budget assigned to different bachelor degree granting UPRM departments.

6b.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

Policies and practices of the unit which establish duties, functions, and responsibilities of the faculty are contained in Articles 63, 64, and 65 of the General Bylaws of UPR.
<http://www.upr.edu/sindicatos/docs/reglamento.pdf>.

Faculty duties include the following: work for the effective development of departmental and college objectives, attend meetings, present and discuss matters related to the university, participate in consultations and election processes, keep current in their disciplines, participate in professional development activities and evaluation processes, participate in the planning of academic programs, and fulfill teaching obligations. This General Bylaws establish a regular academic load of 12 credits per semester for each faculty member. This academic load is assigned by the department director, in consultation with the professor. A full teaching load covers 37.5 weekly hours: 12 hours direct contact with students, 6 office hours for individual attention to students, 15 hours teaching preparation, research, and exam correction, and 4.5 hours for meetings. Article 65.2 establishes academic counseling as an inherent task for faculty.

If needed, unit faculty can be offered and compensated for an additional academic load as long as the total load does not exceed 22 credits in accordance with the UPRM Administrative Board Certification 0809309JA (Exhibit 6c.1.1). At the present time, the size of the faculty is adequate meet the unit's needs and to maintain the quality of the program. The majority of the unit's academic teaching load is offered by full-time faculty members, which assures the coherence and integrity of the program.

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

The professional teaching faculty workload is 12 credits per semester. In PPMES the student teaching supervisor receives one credit hour per candidate and in EDAG the teaching practice supervisor receives 3 credits, the equivalent of a 3 credit course. The maximum number of candidates per supervisor is 12 per semester and the minimum is one. Exhibit 6c.2.1 shows a summary of unit faculty workloads. This table, however, does not reveal the extent of decision-making process that goes into assigning faculty loads. The directors work with each faculty member to balance individual and unit loads. Factors such as seminars or small classes, student teaching or internship supervision, and release time for projects, research or administrative positions are taken into consideration.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

Table 6c.3.1 shows the faculty teaching load for academic years 2006-2009. The table shows that some professors have a smaller teaching load than the 12 credits established by the General Bylaws of the University of Puerto Rico. Faculty with an teaching loads under 12 credits, include department chairs, associate chairs, academic senators, and other faculty with administrative responsibilities. Faculty may also receive release time, lower teaching loads, to conduct research or other academic tasks.

Furthermore, as part of their regular academic load, faculty are expected to contribute professionally to the community: participating as judges in school fairs or other regional educational activities, offer workshops and conferences to school teachers and other community groups, participate as members of doctoral thesis committees, and to collaborate with schools, the College Board, or professional associations. Faculty members are responsible for maintaining six office hours per week for student counseling. Scholarship and service are expected, encouraged, supported, and evaluated.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

To maintain the integrity, coherence, and quality of the Teacher Education Program, there are policies and established procedures for recruitment, evaluation, promotion, and tenure. These policies and procedures are spelled out in diverse documents. The minimum of a master's degree obtained from an accredited higher education institution, and the specific academic preparation required to teach in the program are established in the General Bylaws of the UPR and in Certifications emitted by the UPRM Academic Senate (Exhibit 6c.4.1). The Institution adopted doctoral degree policies for the hiring of its faculty in the Board of Trustees Certification 2005-2006-145 (Exhibit 6c.4.2). When filling a faculty position, the unit personnel committee carefully examines potential faculty credentials and submits its recommendation to the dean of academic affairs, who makes the formal recommendation regarding the position to the chancellor. The unit established its own internal considerations for the selection and assignment of faculty to supervise student teaching. These considerations include previous experience teaching in secondary school, previous experience supervising student teaching, and content expertise in the area.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

The unit has the support personnel to pursue its mission. The DECEP director and the EDAG department chair each have full-time secretaries. The PPMES office has an associate director and a student affairs official. The unit has an assessment committee composed of faculty members that gather and analyze pertinent data from various institutional sources for continuous improvement and assessment. General administrative support is provided by an administrative official and a secretary. A computer analyst is in charge of the computerized systems and classroom multimedia equipment. There is appropriate equipment and a secretary in charge of printing and reproducing educational materials as needed by faculty for classroom work. Clerical support is provided also by college students from the work-study program. Candidates can also be hired for part time work if needed and compensated on an hourly basis.

The teacher preparation program also draws, as needed, on other human resources within DECEP including personnel from the graphical arts workshop, closed circuit and TV crew, and the Short Courses and Special Projects Division. UPRM provides services such as campus-wide health care, counseling, and placement.

6c.6. What financial support is available for professional development activities for faculty?

In previous years, unit faculty has enjoyed the benefit of institutional funds for leaves, sabbaticals, and study support. During the year 2008-09 a total of \$460,771.62 were expended for such purposes. This amount represented approximately 4.35% of the annual budget. (Exhibit 6b.1.1 Unit Budget).

Professional development opportunities, particularly for improving teaching skills, are available to the faculty through the Professional Enrichment Center (CEP) which reports to the dean of academic affairs. Furthermore, the unit periodically sponsors training on pertinent topics for its faculty and for teacher candidates. Recently the unit has offered workshops on educational technology and on recent developments in the neuroscience of learning. Each department with faculty collaborating with PPMES has its own budget to support professional development activities for faculty. (Exhibit 6c.6.1).

The unit has consistently received adequate funding to support its programs. While funding has remained relatively constant over the last three years, unit support has been comparable to support for other academic units on campus such as Nursing and Business Administration. The teacher preparation program has received adequate funding for operation and improvement. (Exhibit 6c.6.2).

6c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

The PPEMS and EDAG have appropriate and functional facilities housed in the Sanchez Hidalgo and Piñero buildings respectively. Both facilities are equipped with the technology to support candidate progress towards meeting state and national standards. Unit faculty has nine offices equipped to serve candidates in Sanchez Hidalgo, five in Piñero, and four in the recently renovated faculty building dedicated solely to faculty offices for the campus at large. There are nine classrooms, three computer centers, and a mobile computer laboratory in Piñero for candidate use.

PPMES has eight (405, 404, 205, 105, 005, 004, 003, 002) technology-equipped classrooms in Sanchez Hidalgo. Six of the eight classrooms have the capacity for 30 candidates, one has the capacity for 24, and another has the capacity for 20. Presently, 105B houses the CRUISE, an educational resource center where teaching candidates have access to books, pedagogical materials, and equipment. There are two theater-style viewing rooms with 60 candidate capacity each in Sanchez Hidalgo. Piñero has a 200 seat amphitheater. The unit assessment office is located in Sanchez Hidalgo with workspace for up to six faculty members (Exhibit 6d.1 Unit facilities).

Candidates who are completing a bachelor's program at UPRM have computer centers and other resources available in the departments corresponding to those programs. Physical Education candidates have a gymnasium, volleyball, basketball, and tennis courts and competency pools among other facilities for their use.

The campus has three multi-activity teaching centers and a computerized interdisciplinary center that is available to all candidates. The centers are equipped with computers, scanners, Smart Boards, and computer programs such as Word, PowerPoint, Excel, Access, Outlook, WordPerfect, Internet, E-mail, and others. Printing and photocopy services are available to candidates at the library and at the student center. The library and the student center offer individual study booths and group study rooms. The student center has recreation facilities, two cafeterias, and a bookstore. See <http://www.uprm.edu/catalog/html/grad/DEANSTUDENTS.html>. Campus and unit facilities are in satisfactory condition and are accessible to handicapped candidates. The institution has a Physical and Programmatic Development Master Plan to arrange and expand the infrastructure and technology resources according to established priorities.

Approximately 46 public schools collaborate with the unit. These schools are the teaching practice centers where candidates realize their field experiences and their student teaching. These schools have libraries, counselor and social worker offices, computer facilities, vertical projectors, and other technologies, didactic material preparation areas, recreational facilities, and diverse classrooms.

6d.2. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

Since UPRM candidates must complete a bachelor's degree in content, depth and breadth of content knowledge is a characteristic of teachers prepared at UPRM. UPRM teacher preparation programs emphasize content knowledge requiring 30 to 71 content course credits in the array of bachelor's degrees they obtained. Each candidate is assigned to a professor from his academic discipline with experience teaching methodology and supervising student teaching practice. The unit has access to a pool of professors with the required experience and expertise to deliver the programs of study offered. If necessary, part-time faculty are hired from UPRM or elsewhere to attend the academic needs of teacher candidates. All unit faculty members are evaluated by the personnel committee to ensure adherence to UPRM standards.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

UPRM has invested in technology. All campus buildings are connected through optic fiber with LAN net. Through this net candidates have access to the UPRM information system and to systems located at the UPR central administration. These include campus and UPR system library holdings, information resources, and databases; computer programs; e-mail accounts; and connection to the Internet. There are wireless zones throughout the campus: including the library, the cafeteria, and the academic buildings that allow candidates to connect to the internet outside of computer laboratories. There are computer laboratories throughout the campus that are available for candidate use. The technology infrastructure at UPRM facilitates the teaching-learning process for both, faculty and candidate.

The unit assessment system gathers data to measure how candidates are developing the proficiencies specified in the conceptual framework. These are the proficiencies that candidates need to meet state and professional as well as institutional standards. The data is collected through different assessment instruments to use at the four transition points following the unit conceptual framework and to monitor program effectiveness. UPRM faculty is being trained for the transition to run smoothly from the WebCT platform to the open source Moodle platform for course management. Both faculty and candidate use technology for the E-Portfolio and the Teacher Candidate Work Sample and are provided with online tutorials and training every semester.

PPMES and EDAG have laptops and computer projectors. The unit has the services of a graphic arts center which provides data projectors, vertical projectors, and TVs with VCRs for classroom use by faculty and candidates. The unit educational resource center and the graphic arts center maintain logs which document the use of the resources they provide.

To meet its commitment to the use of technology in the teaching-learning process, the unit assigned \$48,495.36 in 2008-2009. This allocation, along with regular technology training for faculty and candidates, has allowed the unit to remain up to date in technology.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

Continuous assessment is essential for program quality. Accurate and timely data are important for candidate in decision making. Data for the program assessment system are entered, maintained, monitored, and tracked using a database in PPMES. This database was established in fall 2009 and is

developing into a tool for managing candidate data and advising candidates as well as for generating reports and improving the program.

The assessment coordinator (OMCA), SPA coordinators, and the Office of Planning and Institutional Research (OIIP) ensure an effective use of data, knowledge, and human resources in the university and the unit. The fact that OIIP is assigned to the chancellor's office assures that the unit's candidate assessment process is aligned with institutional assessment.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

The UPRM General Library provides the services and resources needed to support the UPRM academic mission and educational goals. The UPRM library was certified as an academic library by the Association of College and Research Libraries in 2008. Among its resources, the UPRM Library holds an estimated 164,068 books; 5,259 journal titles; 561,641 government documents; 949 movies; 8,149 maps; and 3,585 thesis and dissertations. (<http://www.uprm.edu/library/biblioteca.html>).

The university and the programs provide critical support for the professional teaching faculty and candidates. Regarding instructional resources and technology, every attempt is made to maintain parity among programs, regardless of where they are located. The online library catalog can be used to search all book collections, government documents, periodical titles, and media resources. It also allows faculty and students to access electronic resources through various online database systems. At present, the library print collection includes more than 2,000 volumes and 387 journals on educational topics (Exhibit 6e.2.2a Education books and Exhibit 6e.2.2b Education journals). The print periodical collection is one way the library provides faculty and candidates with information in their respective disciplines.

The Library subscribes to several databases which provide access to full text articles and indexes on the subject of education. Among these are multi-disciplinary databases such as Academic Search Premier (EBSCO Host) and professional databases such as ERIC, Research Starters-Education (EBSCO Host), Children's Core Collection, Education Full Text, Education Index Retro from Wilson Web, and other providers. Candidates also have access to materials at other institutions through interlibrary loan with ARIEL software.

The Library has two principal means of developing its collection of information resources. Every academic year, it receives publication catalogs from the major editorial houses and university presses that are distributed to the various academic units on campus for evaluation and recommendations by the faculty. The library also uses the reference lists included in course syllabi. These titles are verified against the Online Public Access Catalog and ordered if the library lacks a copy. At the end of this process the library personnel in the acquisition section check the Online Books in Print database for the latest editions of recommended titles.

The library continuously augments its collection, by acquiring print, electronic, microform, and media resources that enable candidates and faculty in the unit, as well as other disciplines, to study and conduct research. Faculty members have multiple opportunities each year to recommend titles to add to the library holdings. Additionally, faculty and librarians regularly evaluate holdings to ensure that materials are current.

(Exhibit 6e.2.1 <http://www.uprm.edu/library/documentos.html>)

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

Candidates can use any of the over 100 computers available in the main library at any time and can connect wirelessly from any academic building on campus with their own laptops. Candidates may also borrow laptops from the audiovisual division of the library. UPR has an agreement which provides an e-mail account with all the advantages of a Gmail account, to all the members of the institution. The Institute for the Development of Online Learning and Teaching (IDEAL) has the mission of facilitating distance education initiatives like hybrid or online courses while provides workshops and individual support and tutoring to faculty members on the use of learning technologies. IDEAL coordinating the transition to the open source course management system, Moodle. Recently the Library has made an effort to acquire and organize resources in digital form. These resources usually involve software licenses, copyright restrictions and other contractual agreements that restrict their use to UPRM faculty, staff, and students. With a few exceptions most licensed resources are networked and may be found at uprm.edu/library. The library subscribes to electronic books and journals both by individual titles and in packages. The library also subscribes to several databases that include the full-text of journal, magazine, and newspaper articles. These subscriptions include multi-disciplinary databases as well as a core of professional databases in the Education field including: Academic Search Complete, ERIC, Professional Development Collection, Teacher Reference Center, Fuente Académica, Children's Core Collection, Education Full Text, Education Index Retro, and Education Journals provided by ProQuest. Materials not available at the UPRM Library can be requested by Interlibrary Loan (ILL). Materials can be requested via the ILL form available at the library's Web site. The interlibrary loan program provides access to the collections of other institutions using ARIEL software.

6e.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 6?

2. What research related to Standard 6 is being conducted by the unit or its faculty?