NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for the Education for Young Children (NAEYC).

**Name of Institution**
University of Puerto Rico Humacao

**Date of Review**
09 / 01 / 2009

**This report is in response to a(n):**
- Initial Review
- Revised Report
- Response to Conditions Report

**Program covered by this Review**
Early Childhood Education

**Program Type**
- First Teaching License

**Award or Degree Level(s)**
- Baccalaureate
- Post Baccalaureate
- Master's

**PART A - RECOGNITION DECISION**

**SPA Decision on NCATE Recognition of the Program(s):**
- Nationally recognized
- Nationally recognized with conditions
- Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

**Test Results (from information supplied in Assessment #1, if applicable)**
The program meets or exceeds an 80% pass rate on state licensure exams:
PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

| Assessment #1: Required Test in Puerto Rico | Required Test was developed by the College Board, Puerto Rico and Latin America Office. The test is an “elementary” test that covers Science and Mathematics, Spanish, English, A Pedagogical Situation, Methods and Evaluation, Humanities/Social Sciences, Human Growth and Development, and Educational Psychology. The UPRH candidates’ average scores were higher than the scores of candidates from other universities in Puerto Rico. The PCMAS emphasis was on kindergarten through third grade, with an additional emphasis to include grades 4-6, as candidates might also be expected to teach in those grades. |
| Assessment #2: Course Content | Grades from course content were provided as evidence of candidates’ knowledge of pedagogy. Descriptions of candidates applying the content were not available until student teaching. Discussions of experiences, observations, review of information, and work in peer groups to analyze methods of teaching were also provided. The only mention of engaging students in the classroom prior to student teaching was as follows: “helping students with class work,” (EDFU 3045.) |
| Assessment #3: Lesson Plans | The description provided evidence in the application of Standard 1. |
| Assessment #4: Student Teaching Evaluation | The assessment provided evidence of developmentally appropriate practices based on an understanding of children and the way they grow, develop, and learn. |
Assessment #5: Teacher Work Sample—the description of this assessment provided evidence for meeting Standard 1. Having the rubric in English with specific criteria aligned to NAEYC Standards would strengthen reviewers' ability to make a clear determination concerning the evidence provided. Data indicated that candidates exceeded expected levels of proficiency.

Assessment #6: Reflective Portfolio—evidence was provided of the application of professional skills, including educational theory/philosophy, planning, implementation, evaluation, and a knowledge of curriculum for all children.

Together these assessments provide evidence of candidates' ability to promote child development and learning.

**Standard 2. Building Family and Community Relationships.** Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

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**Comment:**

Assessment #1: Required Test in Puerto Rico—the required test was developed by the College Board, Puerto Rico and Latin America Office. The test is an “elementary” test that covers Science and Mathematics, Spanish, English, A Pedagogical Situation, Methods and Evaluation, Humanities/Social Sciences, Human Growth and Development, and Educational Psychology. The UPRH candidates’ average scores were higher than the scores of candidates from other universities in Puerto Rico. The PCMAS emphasis was on kindergarten through third grade, with an additional emphasis to include grades 4-6, as candidates might also be expected to teach in those grades.

Assessment #2: Course Content—content was covered in the courses on Human Growth and Development (EDFU3001 and EDFU3002).

Assessment #3: Lesson Plans—the description provided evidence in the application of Standard 2.

Assessment #4: Student Teaching Evaluation—learning environments were set and student backgrounds were considered when developing and implementing curriculum.

Assessment #5: Teacher Work Sample—evidence for Standard 2 was not provided.

Assessment #6: Reflective Portfolio—evidence was provided of developmentally appropriate learning environments, as reflected through the new additions in the criteria and rubrics.

**Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.** Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

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Assessment #2: Course Content—content was covered in the courses, but the first opportunity to see it applied occurred during student teaching.

Assessment #3: Lesson Plans—The faculty added wording and categories to the rubric to provide more specificity as well as descriptions of alignment to NAEYC Standards.

Assessment #4: Student Teaching Evaluation—the assessments were created, implemented, reported, and analyzed to benefit all learners.

Assessment #5: Teacher Work Sample—this assessment provided evidence for the standard through examination and analyses of candidates’ impact on student learning and best teaching practices.

Assessment #6: Reflective Portfolio—evidence was present of the application of professional skills, including educational planning, implementation, evaluation, and a knowledge of curriculum with candidates’ self-reflections on student outcomes.

Together these assessments provide evidence of candidates’ ability to observe, document, and assess to support young children and families.

**Standard 4. Teaching and Learning.** Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

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**Comment:**

Assessment #1: Required Test in Puerto Rico—the PCMAS is used in Puerto Rico and was developed by the College Board, Puerto Rico and Latin America Office. The test is an “elementary” test that covers Science and Mathematics, Spanish, English, A Pedagogical Situation, Methods and Evaluation, Humanities/Social Sciences, Human Growth and Development, and Educational Psychology. The candidates’ average scores were higher than were the scores of other groups taking the assessment.

Assessment #2: Course Content—content was covered prior to student teaching and the knowledge was applied during the student teaching period.

Assessment #3: Lesson Plans—the description and reported data provided evidence for Standard 4.

Assessment #4: Student Teaching Evaluation—the description and the rubric provided evidence for developing curriculum content for all students.
Assessment #5: Teacher Work Sample—evidence was provided by the description and data.

Assessment #6: Reflective Portfolio—evidence was provided showing satisfactory application of professional skills, including self-reflection based on student outcomes.

Together these assessments provide evidence of candidates' ability in the area of teaching and learning.

**Standard 5. Becoming a Professional.** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

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**Comment:**

Assessment #1: Required Test in Puerto Rico—stated in the report: “PCMAS is said to be aligned with NAEYC Standards however there is no evidence in the description to indicate that professionalism or ethical behavior is included.” The assessment does not provide evidence for Standard 5.

Assessment #2: Course Content—content was covered in the courses with application during student teaching.

Assessment #3: Lesson Plans—there was not any evidence for NAEYC Standard 5.

Assessment #4: Student Teaching Evaluation—the assessment needs clarification. As it is presented, the assessment could not be used to provide evidence for supporting Standards because the description and rubric were written in Spanish.

Assessment #5: Teacher Work Sample—evidence was presented in the culmination of candidates’ “successful” completion of student teaching.

Assessment #6: Reflective Portfolio—evidence was provided of the application of professional skills, including educational theory/philosophy, planning, implementation, evaluation, and a knowledge of curriculum.

While Standard 5 is met, additional alignment between the assessments and Standard 5 and clarification of Assessment 4 would provide further evidence for meeting this Standard.

**PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

**C.1. Candidates' knowledge of content**

Assessment #1 The PCMAS licensing test provided evidence of candidates’ proficiency in knowledge, skills, and dispositions for preparing developmentally appropriate curriculum and environments for all children.

Assessment #2, Course content, provided candidates with the knowledge of the importance of learning about and supporting children’s families, backgrounds, and the communities in which they live.
Assessment #4 Teaching Evaluation, provided evidence of candidates’ proficiency in developing, applying, and implementing key elements for all children.

C.2. Candidates's ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessment #3, Lesson Plans, provided evidence of planning for, and assessing, students.

Assessment #4, Teaching Evaluation, provided evidence of implementing the knowledge, skills, and dispositions of quality teachers.

C.3. Candidate effects on P-12 student learning

Assessments #3 (Lesson Plans), #4 (Teaching Evaluations), #5 (Teacher’s Work Sample), and #6 (Reflective Portfolio), had additional criteria and descriptions added, as recommended by reviewers in the previous review. These additions provided evidence of candidates’ positive impact on K-3 student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The UPRH faculty considers PCMAS scores when addressing program changes as the PCMAS provides a benchmark for UPRH as to how well their candidates are retaining and applying content knowledge. Plans are being established to raise the passing-rate of the PCMAS from 92% to 98% by changing course content. There is recognition and concern by the faculty that grading on content courses is not standardized. For this reason, faculty members are discussing departmental evaluation practices with the consideration of an appropriate approach to resolving these differences.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

At the present time, all materials submitted must be in English. It is also recommended that use of standard alignment be made within the criteria of the rubrics. This alignment provides clear evidence when reporting data.

The program appears to be weak in the elements assisting candidates to become competent in working with infants, toddlers, and preschoolers, as required by NAEYC Standards.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:
None.

F.2. Concerns for possible follow-up by the Board of Examiners:
None.

PART G - DECISIONS
Please select final decision:

Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.