Institutional Report
National Council for the Accreditation of Teacher Education (NCATE)

August 2009/Revised February 2010
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<td>---------------------------------------------------------</td>
<td></td>
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<td>ADA</td>
<td>Americans with Disabilities Act</td>
<td></td>
</tr>
<tr>
<td>ALACiMA</td>
<td>Spanish acronym for Alliance for Math and Science Education</td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td>Alumni Survey</td>
<td></td>
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<td>ASCD</td>
<td>Association for Supervision and Curriculum Development</td>
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</tr>
<tr>
<td>AUEED</td>
<td>Spanish acronym for Education Students’ Association</td>
<td></td>
</tr>
<tr>
<td>C_DATA</td>
<td>Spanish acronym for Center for Academic Technology Development</td>
<td></td>
</tr>
<tr>
<td>CAI</td>
<td>Spanish acronym for Institutional Assessment Committee</td>
<td></td>
</tr>
<tr>
<td>CCC</td>
<td>Center for Communication Competencies</td>
<td></td>
</tr>
<tr>
<td>CEDPRE</td>
<td>Spanish acronym for Demonstrative Preschool Center</td>
<td></td>
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<tr>
<td>CEEB</td>
<td>College Entrance Examination Board</td>
<td></td>
</tr>
<tr>
<td>CES</td>
<td>Spanish acronym for Puerto Rico Council on Higher Education</td>
<td></td>
</tr>
<tr>
<td>CF</td>
<td>Conceptual Framework</td>
<td></td>
</tr>
<tr>
<td>SHARE</td>
<td>Creating Healthy Alliances to Reconstruct Education</td>
<td></td>
</tr>
<tr>
<td>CK</td>
<td>Content Knowledge</td>
<td></td>
</tr>
<tr>
<td>DCLST</td>
<td>Diversity, Creativity, Leadership and Social Transformation</td>
<td></td>
</tr>
<tr>
<td>DIDIE</td>
<td>Spanish acronym for Interdisciplinary Department for Students’ Integral Development</td>
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<tr>
<td>ESA</td>
<td>English Students’ Association</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>FoPI</td>
<td>Spanish acronym for Institutional Research Fund</td>
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<tr>
<td>GPA</td>
<td>Grade Point Average</td>
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<td>IGS</td>
<td>Spanish acronym for General Application Index</td>
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<td>INTASC</td>
<td>Interstate New Teachers Assessment and Support Consortium</td>
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<tr>
<td>IR</td>
<td>Institutional Report</td>
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<tr>
<td>ITP</td>
<td>Initial Teacher Preparation</td>
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<td>MSCHE</td>
<td>Middle States Commission on Higher Education</td>
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<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
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<td>NCATE</td>
<td>National Council for Accreditation of Teacher Education</td>
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<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
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<tr>
<td>ODU</td>
<td>Spanish acronym for University Development Office</td>
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<tr>
<td>PCK</td>
<td>Pedagogical Content Knowledge</td>
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<tr>
<td>PCMAS</td>
<td>Spanish acronym for Teacher Certification Exam</td>
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</tr>
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<td>PPCK</td>
<td>Professional and Pedagogical Content Knowledge</td>
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<td>PRDE</td>
<td>Puerto Rico Department of Education</td>
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<td>Spanish acronym for Service to Students with Disabilities</td>
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<td>Student Information System</td>
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<tr>
<td>SL</td>
<td>Student Learning</td>
<td></td>
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<tr>
<td>SPA</td>
<td>Specialized Professional Associations</td>
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<tr>
<td>TC</td>
<td>Teacher Candidate</td>
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<tr>
<td>TESOL</td>
<td>Teachers of English to Speakers of Other Languages</td>
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<tr>
<td>TEU</td>
<td>Teacher Education Unit</td>
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<tr>
<td>TP</td>
<td>Transition Point</td>
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</tr>
<tr>
<td>TWS</td>
<td>Teacher Work Sample</td>
<td></td>
</tr>
<tr>
<td>UPR</td>
<td>University of Puerto Rico</td>
<td></td>
</tr>
<tr>
<td>UPRH</td>
<td>University of Puerto Rico at Humacao</td>
<td></td>
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</table>
OVERVIEW

A. Institution
A.1. What is the institution’s historical context?

The University of Puerto Rico at Humacao (UPRH), one of the eleven units of the University of Puerto Rico System, was founded as a regional two-year college in 1962 to provide students from the eastern area of the island access to the public university system and to facilitate their transfer to other units of the system to complete bachelor’s degrees in the areas of general studies, social sciences, humanities, and education. In 1963, the Continuing Education and Extension Division initiated operations, offering evening and summer courses.

UPRH received accreditation in 1965 from the Middle States Association of Colleges and Secondary Schools. The institution began offering associate’s degrees in 1967. In 1973, The Puerto Rico legislature approved the change of the name from Humacao Regional College to Humacao University College and authorized the institution to offer four-year programs. By 1978, the university was offering bachelor’s degrees in five areas, including English-elementary and secondary levels, and by 1980 five bachelor degree programs, including K-3 education, had been added.

In 1982, the PR Council on Higher Education (CES) granted the institution autonomy. In 1999, the UPR Board of Trustees authorized the change of the name of the institution to the University of Puerto Rico at Humacao (UPR Cert. No. 103, 1999-2000).

UPRH offers 19 bachelor’s degree programs, seven associate’s degree programs and 24 transfer programs. Five of the programs offered at UPRH are unique to the system. UPRH has approximately 357 faculty. UPRH does not offer advanced programs at this time.

Currently, 4,764 students (98% Hispanic) are enrolled. Almost 75 percent are in the low-income bracket and receive financial aid. Seventy eight percent of students come from the public school system. Seventy percent of students are female. Students are distributed as follows: 37 percent in applied science and mathematics; 33 percent in business administration; 24 percent in arts including social sciences.

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

The UPRH mission, approved on November 17, 2000 by the UPRH Academic Senate (UPRH Certification 2000-01-30) is:

1) To contribute effectively to the ethical, cultural, and intellectual development of Puerto Rico in general and of the eastern region in particular through teaching, aesthetic creativity, humanistic and scientific research, as well as through the dissemination of knowledge.
2) To investigate the principal social, cultural, scientific, and environmental problems affecting our society.
3) To affirm the criteria for ecological balance, inclusion and diversity as principles underlying all changes within a democratic community that aspires towards justice.
4) To prepare students as professionals and contributors to the improvement of the quality of life in Puerto Rico through relevant and innovative undergraduate community that aspires towards justice.
5) To prepare students as professionals and contributors to the improvement of the quality of life in Puerto Rico through relevant and innovative undergraduate and graduate programs.

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

UPRH is a coeducational, undergraduate public teaching institution located in the eastern region of the island on the outskirts of the city of Humacao. The 62-acre campus was originally part of a rural setting, but commercial and housing developments have given the area suburban characteristics. At present, UPRH is the largest university center in the eastern region of Puerto Rico offering programs to meet the diverse social, cultural, and economic needs of the community.

The household population of the Humacao municipality is approximately 60,542. The per capita income is $9,535, which places it among the poorest areas on the island. Forty four percent of UPRH students are first generation college students.

UPRH participates in a variety of special projects that are funded by grants from both the Puerto Rico government and the United States federal government. At the present time, UPRH has the following projects, some of which have become permanent programs: Alianza de Matemáticas y Ciencias, Cabo Rojo Salterns Microbial Observatory, Proyecto Moonbuggy, Proyecto RISE, Proyecto MARC, Ronald E. Mcnair Post-Baccalaureate Scholars Program, and Paloma Sabanera.

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 UPRH Teacher Education Unit is composed of two programs that have been preparing teachers for more than thirty years, each housed in a different department. The Bachelor of Arts Elementary Education K-3 with a minor in Special Education is housed in the Education Department. The Bachelor of Arts (English) with a minor in Education at the Elementary or Secondary School levels is housed in the English Department. Together these two programs comprise the only unit at UPRH that is involved in the preparation of professional educators.

B.2. How many professional education faculty members support the professional education unit?
Table 1
Professional Education Faculty

<table>
<thead>
<tr>
<th>Professional Education Faculty</th>
<th>Full-time in the Unit</th>
<th>Full-time in the Institution, but Part-time in the Unit</th>
<th>Part time at the Institution &amp; the Unit (e.g., adjunct faculty)</th>
<th>Graduate Teaching Assistants Teaching or Supervising Clinical Practice</th>
<th>Total # of Professional Education Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Award Level (e.g., Bachelor's or Master's)</th>
<th>Number of Candidates Enrolled or Admitted</th>
<th>Agency or Association Reviewing Programs (e.g., State or NAEYC)</th>
<th>Program Report Submitted for Review (Yes/No)</th>
<th>State Approval Status (e.g., approved or provisional)</th>
<th>National Recognition Status by NCATE</th>
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<tbody>
<tr>
<td>K-3</td>
<td>BA</td>
<td>316</td>
<td>NAEYC</td>
<td>Yes</td>
<td>NA</td>
<td>Recognized</td>
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<tr>
<td>ESL</td>
<td>BA</td>
<td>100 Elem. 107 Sec.</td>
<td>TESOL</td>
<td>Yes</td>
<td>NA</td>
<td>Recognized</td>
</tr>
</tbody>
</table>

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals?

The UPRH does not offer advanced preparation programs.

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?

The initial teacher preparation programs are not offered off-campus or via distance learning technologies.

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit?

N/A
B.7. (Optional Upload for Online IR) 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 upload many exhibits electronically, a limited number of attachments (0-3) should be uploaded.

CONCEPTUAL FRAMEWORK

C.1. How does the unit’s conceptual framework address the following structural elements?

The vision and mission of the unit

The Teacher Education Unit envisions an educational program for teacher candidates that reflects the diverse needs of teaching facilitators within a pluralistic and global society, creates a rich educational environment, develops competencies that enable teacher candidates’ leadership in social transformation, and satisfies teacher candidates’ educational needs.

The Teacher Education Unit’s mission, aligned with the UPRH and UPR system’s missions endeavors to satisfy the educational needs of teacher candidates; create an environment that promotes and instills individual creativity; facilitate the attainment of excellence and sensibility to develop leadership in social transformation competencies in the teacher candidates.

Philosophy, purposes, goals, and institutional standards of the unit

The UPRH Teacher Education Unit follows a constructivist philosophy of education to promote the development of highly qualified and efficient teaching professionals who are prepared to creatively contribute to the social, cultural, and educational development of a globally oriented, pluralistic, and diverse society. Thought provoking techniques are a key component to UPRH’s philosophy, along with a strong academic and professional knowledge base that is continuously nurtured through life-long learning.

The purpose of the unit is to prepare teacher candidates in two Bachelor of Arts programs: (1) K-3 with a minor in Special Education and (2) English in Elementary and/or Secondary Education. The unit’s purpose, based on its constructivist philosophy, is twofold.

The first is to guide candidates to adopt a constructivist educational vision. Within this constructivist paradigm, teacher candidates will become facilitators in guiding their future students toward constructing their own knowledge. The unit provides the experiences and environments necessary to address four core areas as part of the conceptual framework: diversity, creativity, leadership, and social transformation. These four core areas foster teacher candidates’ motivation to pursue fairness in providing opportunities for all children and young adults to learn successfully through their own creative efforts including the integration of technology in the classroom.
The second is to guide teacher candidates toward reflectively assessing their pedagogical practices in light of current applied research practices. As a result, teacher candidates select and use multiple instructional strategies, school, and community resources to support student learning. In the process, teacher candidates become creative leaders in fostering social transformation. Teacher candidates become facilitators who tap into their creativity and put it to the service of their students, as well as become reflective practitioners who, in turn, guide them to reflect on their learning experiences and construct their own knowledge.

**Knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit**

Based on the constructivist paradigm which views education as an internal process that enables the learner to obtain an individual perspective of reality and build his or her own knowledge schema (Ferreiro, 1996; Ormrod, 2003), the unit’s work is driven by the belief that all components of the learning community learn through personal experience. Therefore, the teacher acts as a facilitator that motivates students to discover and construct meaning and knowledge working on authentic problem solving, usually with others (Bruner, 1996).

Authentic problem solving demands the diversity that prepares teacher candidates to teach in adherence to five essential elements; 1) development of a knowledge base for diversity; 2) the inclusion of diversity within the curriculum; 3) learning communities; 4) communication with representation from diverse groups; 5) delivering sound and effective instruction (Gay, 2000; Gay, 2002; Cortés, 2000). These processes are achieved through collaborative strategies that enable and require consensus, solutions, and best results (Cortés, 2000; Banks & Banks, 1995; Spring, 1995).

The UPRH Teacher Education Unit strives to develop the creativity in its teacher candidates to enable the active participation that social transformation requires and that is consonant with the critical, pragmatic, social, and humanistic perspectives of great leaders like Dewey, Hostos, and Freire.

Teacher candidates at UPRH are immersed in learning centered environments to enable the exercise of effective leadership by engaging students through autonomous participation and active collaboration (Senge, 2006).

Alternative approaches and methods based on knowledge and gleaned from social and personal experience to promote a sound foundation for informed change, or a “culture of education” (Bruner, 1996) is the commitment of the UPRH Teacher Education Unit. This is promoted through a variety of methodology courses to strengthen the knowledge, skills, and dispositions teacher candidates will need to become effective and highly qualified facilitators.

Field experiences and clinical practices at UPRH guide teacher candidates through a transition from the conventional practices they are a product of to the constructivist paradigm by which they will learn by constructing their own knowledge in real scenarios (Ormrod, 2003). This, in turn, will aid them in facilitating the construction of ideas, meaning, and knowledge in their students (Eggan & Kauchak, 2001).
For the Teacher Education Unit at UPRH, technology complements constructivism to support increased student engagement, learning, and achievement (SEDL, 2006); and promotes hands-on and real world learning experiences for teacher candidates that open up worldwide avenues of communication for authentic social transformation.

Assessment at UPRH is conceived as an integral facet of instruction (Tucker & Stronge, 2005), focuses on results, and is studied and applied as a tool in service to the learner (Grennon & Brooks, 1999).

The UPRH Teacher Education Unit is meeting the challenge for teaching professionals to transform social constructivism from theory of learning to a theory of teaching (Mackinnon & Scarff-Seatter, 1997) by modeling and promoting the emancipatory role of constructivism in bringing about social transformation (Habermas, 1972).

**Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that aligned with the expectations in professional, state, and institutional standards**

The Teacher Education Unit promotes teacher candidate proficiency in four core areas, diversity, creativity, leadership, and social transformation, through four goals: 1) to develop teacher candidates who have the knowledge, skills, and dispositions that enable them to create learning opportunities that foster diversity, creativity, leadership, and social transformation; 2) to prepare teacher candidates in field and clinical experiences that exemplify the constructivism that can satisfy the diverse needs of their students and communities; 3) to develop teacher candidates who are effective in the use of technology and methodology that enhances classroom learning opportunities for their students; 4) to prepare teacher candidates who reflect on and assess learning that promotes decision making.

Candidate proficiencies in the Teacher Education Unit at UPRH represent the knowledge, skills, dispositions, and practices that will guide teacher development in diversity, creativity, leadership, and social transformation, the four core areas of competency. These are aligned with institutional, state, and professional standards as illustrated in the table titled. (Refer to Alignment of Core Area Proficiencies/ State and SPA Standards/ Key Assessments in Exhibit 1 Optional Upload C.4)

**Summarized description of the unit’s assessment system**

The Teacher Education Unit’s assessment system includes four transitions points: entry level, pre-clinical practice, clinical practice, and post graduation. Each of the transition points aligns with the candidate proficiencies providing a coherent foundation within the conceptual framework to facilitate development of the effective and reflective teachers the unit endeavors to form.

At the entry level transition point, teacher candidates must meet UPRH admissions requirements based on a general application formula that considers high school grade point average and
college board test scores. Once admitted into their respective programs, teacher candidates must write an essay and undergo an interview process that provides benchmark data on candidates’ dispositions toward the four proficiencies in the conceptual framework.

At the pre-clinical transition point, teacher candidates are administered a pre and post test in the core education course at this level. This is a key assessment which marks the starting point for collecting information about the unit’s process to form teacher candidates; knowledge, skills, and dispositions.

At the clinical practice transition point, teacher candidates are assessed using a reflective portfolio, teacher work sample (TWS), and summative faculty and student evaluations.

At the post graduation transition point, teacher candidates submit an alumni survey to assess their perceptions of the quality of their respective programs in respective to instilling within them the proficiencies of diversity, creativity, leadership, and social transformation. The unit is assessed through student (K-12), alumni, and employer surveys.

The unit’s conceptual framework focuses on both the teacher candidates and the students in public and private elementary and secondary schools in the belief that all children can learn and that education must be fair. Teacher candidates attain proficiency in the core areas of diversity, creativity, leadership, and social transformation by first developing a strong philosophical and social foundation of education. Candidates then link this foundation to on-going curricular activities that focus on methodology, field experiences and clinical practice, technology, and assessment and research.

Teacher candidates develop the knowledge and dispositions to facilitate the concepts of diversity, creativity, leadership, and social transformation within their students. Students, in turn, are empowered to become life-long learners who construct their own knowledge, engage in critical reflection, seek active collaboration, become problem solvers, and reach a state of autonomy that is a key component within the unit’s constructivist paradigm.

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

NA

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

The conceptual framework was developed through a collaborative effort of all faculty members of the unit, student representatives, and the dean for Academic Affairs at a retreat designed and planned for that purpose. The faculty present included the practice supervisors who work directly in consultation with cooperating teachers at practice sites, employers, and the community at large. Participation was elicited through worksheets that divided the collaboration into working subcommittees to elicit feedback and development for each part of the conceptual framework. Consequently, each sub-committee met to plan the strategy to be used to address their particular
assignment and to schedule subsequent meetings to complete it. A deadline was established for this input. All sub-committee work was then collected and coordinated by the Teacher Education Unit Committee and structured into one document, which became the conceptual framework draft. The draft was then sent to all faculty members via email and in hard copy for input. It was discussed thoroughly at faculty meetings at the program level. Feedback was collected and incorporated. Once the deadline was met for this process, the draft was once again revised, approved, and included in the Preconditions document that was sent to the Office of the Vice President for Academic Affairs at the central office, UPR system, for input. Once this administrative level of feedback was incorporated into the draft, it was submitted to NCATE as Precondition number 4, of the Preconditions document. (See Conceptual Framework document in Exhibit 2 Optional Upload C.4)

Subsequently, the unit developed a steering committee, also referred to as an Advisory Committee, to promote the participation of all the stakeholders in the decision making processes that results in the development of the teacher candidates and the TEU programs at UPRH. This steering committee included representation from various stakeholders: teacher candidates, school principals, cooperating teachers, UPRH administration, course faculty, practice supervisors, and student representatives.

The unit will divide this initial steering committee into two committees beginning spring 2010. A TEU Council will be composed of UPRH deans, UPRH department directors representing the arts and sciences, and teacher candidates. A TEU Advisory Committee will be composed of internal and external stakeholders that include school principals, cooperating teachers, retired UPRH professors, and local business owners.

C.4. (Optional Upload for Online IR) 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 upload many exhibits electronically, a limited number of attachments (0-3) should be uploaded.

Exhibit 1-Table: Alignment of Core Area Proficiencies/State and SPA Standards/Key Assessments

Exhibit 2 -Conceptual Framework
STANDARD 1. CANDIDATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS

1a. Content Knowledge for Teacher Candidates

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 Test for Initial Teacher Preparation

<table>
<thead>
<tr>
<th>Year</th>
<th>PR Test takers who Passed the test</th>
<th>Percent</th>
<th>UPRH TEU test takers who passed the test</th>
<th>TEU Aggregated Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>3063</td>
<td>70%</td>
<td>K-3</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English (Elem/Sec.)</td>
<td>16</td>
</tr>
<tr>
<td>2007</td>
<td>3152</td>
<td>67%</td>
<td>K-3</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English (Elem/Sec)</td>
<td>29</td>
</tr>
<tr>
<td>2006</td>
<td>2792</td>
<td>70%</td>
<td>K-3</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English (Elem/Sec)</td>
<td>14</td>
</tr>
</tbody>
</table>

1a.2 N/A

1a.3 N/A

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 Teacher Education Unit uses as follow-up studies the PCMAS Alumni Surveys (AS) administered to candidates when they apply for the teacher certification exam. These alumni surveys are administered and analyzed by the College Entrance Examination Board (CEEB). This assessment measure determines the satisfaction level of the candidates with content knowledge (CK) development and preparation, professional competencies which include pedagogical content knowledge (PCK) and professional and pedagogical content knowledge (PPCK), and assesses professional dispositions.
Table 1a.4.1 shows that 70 percent of candidates considered that CK competence development obtained in their area of studies was very adequate. Response rate was 99 percent.

Table 1a.4.3 shows that 99 percent of candidates expressed that they developed more than adequate CK in their area of study. Seventy-three percent of candidates responded that they developed very adequate field competence and understanding. Response rate was 99 percent. Table 1a.4.4 shows a 97 percent response rate regarding satisfaction level with CK preparation in area of study. Seventy-one percent responded they were very adequately prepared.

Table 1a.4.5 shows that 98 percent of candidates expressed that they developed more than adequate CK in their area of study. Sixty-seven percent of candidates responded that they developed very adequate subject competence and understanding. Table 1a.4.6 shows that 98 percent of candidates indicated they were more than adequately prepared in CK in their area of studies. Sixty-one percent of candidates responded they were very adequately prepared in their subject area.

The Teacher Work Sample (TWS) data reveal that in 2007, 74 percent of candidates met the CK criteria. The unit established 80 percent mastery for TWS. The aggregated data for 2008 show that 88 percent of candidates exceeded the criteria.

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.]

Exhibit 1a.1-Analysis of Key Instruments in Terms of KSD
Exhibit 1a.4.1-PCMAS Alumni Survey 2008
Exhibit 1a.4.2-TEU TWS
Exhibit 1a.4.3-PCMAS Alumni Survey 2007

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.]

As shown in table 1b.3.1, over 90 percent of the candidates in the K-3 program obtained a grade of C or better in 73 percent of their methodology courses in the last three years for the category of pedagogical content knowledge (PCK). Candidates exceeded the criteria in EDPE 3126 and in EDPE 3110. The former evidenced that 96.4 percent of the candidates obtained a grade of C or better and in the latter 96.0 percent of the candidates obtained a grade of C or better. The K-3 methodology course EDES 4025 had no enrollments during the last three years.
In table 1b.3.2, 80 percent of the candidates in the English program obtained a grade of C or better in EDPE 3018 (elementary level) during the last three years. Nonetheless, candidates in EING 4006 (secondary level) did not meet the criteria. During the last three years, 63.2 percent of the candidates have obtained a grade of C or better.

The PCMAS includes an exam which addresses the professional competencies that candidates must possess. This exam, the General Professional Competencies Test, focuses on the pedagogical knowledge (PCK) and the professional pedagogical knowledge skills (PPCK). See table 1b.3.3).

Analysis of data in table 1b.3.3, show that candidates have consistently obtained passing rates over 80 percent in the category of PCK during the last three years. The passing rates of the candidates in the elementary level are 94 percent, 91 percent, and 93 percent respectively. On the other hand, the candidates in the English-secondary level have obtained passing rates of 80 percent or above during the last two years. The candidates have exceeded criteria of 75 percent or more in the last three years, except for the English secondary level candidates in 2006.

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.]

The TEU has three assessments that demonstrate the professional and pedagogical knowledge and skills (PPCK) necessary to facilitate learning that are delineated in professional, state and institutional standards in initial teacher preparation programs. These three assessments are grades obtained in foundations of education courses and in application of technology courses, PCMAS results in general professional competencies, and results of the TWS.

As shown in table 1c.1.1, the candidates pass 73 percent of these PPCK courses with a C grade or better except for two courses; EDFU 4019 and COMU 2019. The criterion established for passing these courses with a grade of C or better was 75 percent. Sixty-four percent of candidates in EDFU 4019 did not meet the criteria established for passing the course during the last three years. In addition, 62.6 percent of candidates in COMU 2019 did not meet the established criteria during the last three years. These courses are undergoing further analysis to determine the course of action that the unit needs to take in order to ensure that the student learning outcomes stated in the syllabi are met.

Analysis of data in table 1c.1.2, show that candidates have consistently obtained passing rates over 80 percent in the category of PPCK during the last three years. The passing rates of the candidates in the elementary level are 94 percent, 91 percent, and 93 percent respectively. On the other hand, the candidates in the secondary level have obtained passing rates of 80 percent or above during the last two years. The candidates have exceeded criteria of 75 percent or more in the last three years, except for the English-secondary level candidates in 2006.
In table 1a.4.2 TWS results show in the area of PPCK that candidates met the criteria with a 74 percent in 2008 and with an 88 percent in 2009. TWS indicators reflect candidates’ competencies in design for instruction, assessment plans, and instructional decision making.

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.]

In table 1a.4.2 TWS results show in the area of PPCK that candidates met the criteria with a 74 percent in 2008 and with an 88 percent in 2009. TWS indicators reflect candidates’ competencies and consideration of contextual factors, learning goals, analysis of student learning and evaluation of reflection. K-3 data reflect that in 2008, 80 percent of candidates mastered the criteria of school, family, community context, and prior experience of students. These candidates also mastered the criteria of reflecting on their own practice and knowing major schools of thought about schooling, teaching, and learning as well as analysis of educational research findings. Data evidence that, in 2009, K-3 candidates showed 94 percent mastery in these areas. In 2008, English candidates showed 52 percent mastery. These candidates did not meet the established criteria. In addition, English candidates in 2009 showed 69 percent mastery. Therefore, candidates showed an increase from the previous year but did not meet the established criteria for the areas mentioned above. As a result, the TEU Practicum Supervisors Workgroup is in the process of discussing the reasons why there is a discrepancy between candidates’ results in K-3 and those of English-elementary and secondary levels to determine the course of action that is necessary to ensure that all candidates meet the established criteria.

Data for the unit candidates evidence an overall performance of 74 percent in 2008 and 88 percent in 2009. Therefore, the TEU exceeds the criteria in both years.

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.]

Analysis of data illustrated in table 1a.4.2 for the 2008 AS, show that 69 percent of candidates expressed they were very adequately prepared regarding the dispositions in PPCK of their respective area of study. In the 2007 AS, 71 percent of candidates expressed they were very adequately prepared. In the 2006 AS, 61 percent expressed they were very adequately prepared to teach. Response rates were 98 percent in 2008, 97 percent in 2007, and 98 percent in 2006. The criteria established for grades obtained by candidates in their methodology courses are obtaining a C or better and a pass rate of 75 percent.
Education K-3 data evidence that over 90 percent of the candidates obtained a grade of C or better in 73 percent of their core courses during the last three years for the category of PPCK. Candidates exceeded criteria in EDPE 3126 and in EDPE 3110. The former evidenced that 96.4 percent of the candidates obtained a grade of C or better and in the latter 96.0 percent obtained a grade of C or better. The K-3 methodology course EDES 4025 had no enrollment during the last three years. The grades obtained by candidates in the English-elementary or secondary program reflect that 80 percent obtained a grade of C or better in EDPE 3018 (elementary level) during the last three years. Nonetheless, candidates in EING 4006 (secondary level) did not meet the criteria with 63.2 percent obtaining a grade of C or better.

Data analysis obtained for candidates’ performance in their foundations of education and in their application of technology courses evidence meeting established criteria. Candidates passed 73 percent of these PPCK courses with a C grade or better except for two courses; EDFU 4019 and COMU 2019. The criteria established for passing these courses is 75 percent. Sixty-four percent of candidates in EDFU 4019 did not meet the criteria during the last three years. In addition, 62.6 percent of candidates in COMU 2019 did not meet criteria during the last three years.

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 TWS assessment instrument has been piloted for two years. The evaluation rubric has an indicator to evaluate the candidates’ capacity to ensure that all students learn. TWS indicators reflect candidates’ competencies in planning instruction, teaching, evaluating instruction, assessing and making decisions about instruction, and implementing changes in instruction. The criteria established was a passing rate of 75 percent. Analysis of TWS data reveal that candidates’ evidence in the area of PPCK that they met the criteria established for passing rate with a 74 percent in 2008 and with an 88 percent in 2009. Education K-3 data evidence that candidates obtained a passing rate of 80 percent in 2008 and 94 percent in 2009. The English-elementary and secondary levels program data evidences that candidates obtained a passing rate of 52 percent in 2008 and 69 percent in 2009. Both English program levels did not meet the criteria established.

In addition, data analysis of candidates’ grades in EDES 4006 reveal that 90.3 percent of candidates obtained a C or better grade in the course during the last three years. This course enables candidates to integrate activities that accommodate students with special needs and abilities, to address student diversity, and to address different learning styles.

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 learning could be attached at Prompt 1f.3 below.]

Follow-up studies in alumni surveys indicate that graduates possess knowledge and understanding about the four core area proficiencies of diversity, creativity, leadership, and social transformation in order to feel confident about their own learning and be able to create meaningful diverse learning environments. These surveys indicate that graduates have acquired the disposition for change that facilitates and sets the scaffolding necessary to create myriad engaging environments that promote learning to learn and learning to help others learn.

Employers indicate that UPRH graduates have the knowledge, skills and dispositions to guide their students within positive environments that promote effective learning. Data have been obtained every two years by K-3. English-elementary and secondary data gathering is in-progress. Therefore, unit data has not been aggregated and will be considered by the unit Assessment Committee in spring 2010.

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

Candidate professional dispositions are: (1) diversity-teacher candidates are aware and sensitive to the individual needs and rights of the student population in diverse teaching scenarios; teacher candidates master and continuously review their language communication skills and the use of educational technology as a methodological tool to enhance the teaching/learning process within a diverse population; (2) creativity-teacher candidates demonstrate the disposition to understand, promote, and value a constructivist view of education as a permanent process that is unique, creative, and responsive to the social needs of the community; teacher candidates select, design, and assess constructivist strategies and methodologies which promote life-long learning through autonomy, critical reflection, active collaboration, problem solving, and construction of knowledge in diverse contexts; (3) leadership-teacher candidates adopt transformational leadership roles in their field experiences and clinical practice by creating learning environments that promote reflection, assessment, and research; teacher candidates establish effective connections and maintain open lines of communication with members of the educational community; (4) social transformation-teacher candidates develop as integral individuals who demonstrate ethical, civic, and professional competencies in their field experiences, clinical practice, and professional career in order to contribute effectively as educational leaders that promote a culture of life-long learning; teacher candidates pursue and revise their understanding of social responsibility in a global context by engaging in assessment activities and action research investigations that enrich their educational experience.

Analysis of AS data show dispositions development in tables 1g.1.1, 1g.1.3, and 1g.1.5. In 2008, 72 percent of candidates expressed that practicum experience was very adequate, 73 percent in 2007, and 65 percent in 2006. Response rates were over 90 percent. Analysis of data from AS are shown in tables 1g.1.2, 1g.1.4, and 1g.1.6 to evidence dispositions developed by candidates to continue terminal studies. In 2008, 73 percent of candidates expressed interest to pursue terminal degrees, 72 percent in 2007, and 68 percent in 2006.
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.]

Teacher candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn by mastering and continuously reviewing their language and communication skills and the use of educational technology as a methodological tool to enhance the teaching learning process within diverse populations. This entails including these issues in the curriculum they teach, learning to care for and build learning communities, using diverse methodologies in their practice that promote collaboration, cooperation, and reaching consensus, and addressing and promoting diversity. These dispositions are strengthened and promoted throughout their academic experiences as evidenced in the TWS and summative assessments.

In table 1g.4.1, analysis of data show that 100 percent of employers surveyed for the academic year 2009-2010 are highly satisfied with graduates’ demonstration of most professional dispositions in their teaching performance. Survey data reveal that 100 percent of employers are highly satisfied with candidates’ dispositions of creativity, social transformation, and fairness. As for the professional disposition of the belief that all students can learn, 98 percent of employers are highly satisfied with graduates, while two percent are fairly satisfied. In the disposition of leadership, 99 percent of employers are highly satisfied with graduates, while one percent is fairly satisfied. In addition, 99 percent of employers are highly satisfied with graduates’ dispositions to work with diverse students while one percent is fairly satisfied. None of the employers surveyed showed any dissatisfaction with graduates’ professional dispositions.

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.]

The data from the interview indicate that candidates admitted to the programs are able to express a preliminary degree of understanding with respect to the scope of the dispositions needed to practice teaching professionally. Although they are not able to articulate a coherent philosophical foundation, they are aware, through their own experience as students, of the many methods and best practices that should be incorporated into effective teaching practices.

Data from the writing and dispositions test, which is administered to all incoming freshmen at the system level, indicate that candidates have, as expected, a preliminary idea about how to handle teaching/learning situations based on the dispositions they perceive in themselves.

Data from the TWS indicate that candidates demonstrate strength in the nature and role of culture, cultural groups and identity which are areas within the group profile and the nucleus study completed through this instrument. According to the reflections, candidates do know, understand, and use theoretical foundations, but they need to be able to provide a deeper explanatory analysis of this knowledge.
Data from the reflective portfolio indicate that, although our candidates can work with students, families, and communities, they need to develop a clearer understanding of the importance of interacting with the community.

Data from faculty and student evaluations indicate candidates showed a superior degree of disposition with respect to their relationships with school personnel, students, parents, community as evidenced through their experiences with the case study and other teaching practice activities. A comparison of data results between the reflective portfolio and the data from faculty and student evaluations shows that candidates have a different perception of interacting with the community than the one evaluated by faculty and students. This is an area for further discussion.

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.]

Follow-up studies of graduates demonstrate that the unit’s programs have successfully developed in candidates the professional dispositions that have translated into the motivation to pursue graduate studies in their fields, and that candidates have a high degree of conviction, are well developed professionally, and are satisfied about having chosen the correct program.

In table 1g.4.1, analysis of data show that 100 percent of employers surveyed for the academic year 2009-2010 are highly satisfied with graduates’ demonstration of most professional dispositions in their teaching performance. Survey data reveal that 100 percent of employers are highly satisfied with graduates’ dispositions of creativity, social transformation, and fairness. As for the professional disposition of the belief that all students can learn, 98 percent of employers are highly satisfied with graduates and 2 percent are fairly satisfied. In the disposition of leadership, 99 percent of employers are highly satisfied with graduates and one percent is fairly satisfied. Ninety-nine percent of employers are highly satisfied with graduates’ dispositions to work with diverse students and one percent is fairly satisfied. None of the employers surveyed showed any dissatisfaction with graduates’ professional dispositions.

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.5-Table: Alignment of Core Areas with Key Assessments
Exhibit 1g.5.1-Conceptual Framework
Standard 2: Assessment System and Unit Evaluation

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 Teacher Education Unit (TEU) ensures that the assessment system collects information on candidate proficiencies outlined in the conceptual framework which in turn aligns with the specialized professional associations (SPA) standards, and the key assessments as shown in Table 2a.1.1. The unit’s conceptual framework is aligned with the standards of the Puerto Rico Council on Higher Education (CES), candidate proficiencies, NCATE standards, INTASC principles, and the standards of the professional organizations NAEYC and TESOL. The vision, mission and philosophy of the unit’s conceptual framework establish the fundamentals for the preparation of teacher candidates. The unit developed an assessment system through active participation of the TEU faculty, the dean of Academic Affairs, the Institutional Assessment Committee (CAI), and unit’s assessment, curriculum and planning committees.

The unit designed multiple instruments to collect data on candidate proficiencies as depicted in the conceptual framework. The data are collected through four transition points in the program: entry level, pre-clinical practice, clinical practice, and post graduation. The assessment system collects, compiles, aggregates/disaggregates, summarizes, and analyzes data toward improving and evaluating candidates, graduates, program, and the unit’s operations. The assessment cycle aims to evaluate candidates’ content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, dispositions, and effect on student learning as they participate in formative experiences and progress through the four transition points. The assessments of the program and of the candidate’s performance enable the unit to modify and improve the program’s effectiveness. The assessment system’s process ensures a continuous revision of the conceptual framework, candidates’ progress, and remaining unit components.

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>
<thead>
<tr>
<th>Programs in Teacher Education Unit (TEU)</th>
<th>Transition Point #1: Entrance to the Teacher Education Program</th>
<th>Transition Point #2: Pre-clinical practice</th>
<th>Transition Point #3: Clinical practice</th>
<th>Transition Point #4: Post graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor: of Arts in Education K-3; of Arts in English-Elementary Level</td>
<td>Minimum IGS= 2.80 (TEU candidates)</td>
<td>Course enrollment: EDFU 3045</td>
<td>K-3: EDPE 4025 English (Elementary and</td>
<td>2.5 GPA in major</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.0 GPA in UPRH</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-3 and English (Elementary and Secondary Levels) Interview</td>
<td>Grades for EDFU 3001 (Human Growth and Development I), EDFU 3002 (Human Growth and Development II), EDFU 3007 (Social Foundations of Education), EDFU 4019 (Philosophical Foundations of Education), EDPE 3002 (Language Arts), EDES 4006 (Exceptional Child), TWS reflective portfolio</td>
<td>PCMAS Alumni Surveys</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2a.3 How is the unit assessment system evaluated? Who is involved and how?

The unit assessment system responds to the UPRH’s strategic plan and the institutional assessment plan designed by the University Development Office (ODU, Spanish acronym). The assessment of learning in the institutional assessment plan and in the program assessment plan is under the supervision of the dean of Academic Affairs who responds to the chancellor. The dean and ODU director manage the implementation and evaluation of the unit assessment system. Up until November 2009, the unit assessment system has been evaluated by the unit faculty through their respective programs’ assessment committees.

In November 2009, the unit constituted an assessment committee that is chaired by a TEU faculty member. The unit assessment committee is composed of members of the program assessment committees. The role of the committee is to help with the implementation, evaluation, and improvement of the assessment instruments, and the overall implementation and evaluation of the system.

The programs’ assessment committees review the system, identify corrective actions, and make modifications and improvements based on actual use of key program and unit assessments. The faculty is directly involved in the administration of the assessment instruments. The committees, in collaboration with ODU, implemented modifications, improvements, and revisions to these instruments based on their actual use and feedback from the field. All modifications, improvements, and revisions to the assessment system were aligned with the conceptual framework of the TEU.

Beginning January 2010, the unit Assessment Committee will meet a minimum of twice a year with faculty members to review assessment instruments, data collection procedures, and results focusing on the effectiveness of assessment processes and data obtained. The committee members will meet a minimum of once a month each academic semester to follow-up on the revisions and modifications that need to be integrated in the system. The assessment system will be discussed on an on-going basis throughout the year, as has been the case for the past three years.

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

The unit faculty and respective program assessment committees, in collaboration with ODU, review key assessment instruments and procedures to ensure they are fair, accurate, consistent, and free of bias. To guarantee these conditions are met, the program’s assessment committees and ODU consider the unit’s assessment cycle and revise the instruments and assessment processes if necessary (see Table 2a.3.1) The unit assessment procedures are fair because they assess what has been taught and adequately consider diverse backgrounds. The programs’ assessment Committee and the unit faculty meet to ensure compliance with the standards and
established competencies by addressing and taking diversity into consideration. They identify the expectations for candidate proficiencies, verify the opportunities provided to candidates through the content, pedagogy and professional courses, evidence how candidates have achieved them, and revise courses. These measures guarantee that candidates are given opportunities to learn, practice, and demonstrate the expected proficiencies as they adopt the standards. Fairness in the process means that candidates understand what is expected of them in the assessment. Therefore, as part of the course and as stated in the syllabi, faculty addresses the importance of these processes and of the key assessment instrument rubrics. Faculty participates in orientation meetings for candidates regarding the assessment system.

The unit faculty aligned the candidate proficiencies stated in the conceptual framework with the CES and SPA standards. The TWS and reflective portfolio guidelines and rubrics were adjusted to meet the current needs of candidates based on assessment outcomes. It is important to note that all faculty members teaching a specific course use the same required key assessment and rubric when grading the candidates’ work. The data from the rubric becomes part of the unit assessment system.

Key assessment instruments with possible sources of bias are openly discussed in faculty meetings. To ensure consistency and freedom of bias, assessment instruments are revised by faculty to identify and eliminate problems such as missing information, vague instructions, poorly worded questions, and poorly reproduced hardcopies that make reading difficult. Faculty performs validations, evaluates scoring, and discusses variability. Clinical practical supervisors meet at the beginning of each semester to ensure a common understanding of the scoring and consistency of key assessments during clinical experience. Faculty members are systematically trained to assure consistency and reliability in their evaluations.

The process described above has allowed unit faculty to conduct the assessment processes free of racial stereotypes and other forms of cultural sensitivity that may interfere with candidate performance and that may unintentionally favor some candidates over others. The involvement of the unit Assessment Committee in spring 2010 will strengthen the unit’s commitment to fairness.

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

The assessment and evaluation measures that are used to manage and improve the unit operations and programs rely on data gathered during the assessment system’s process in the four transition points. These measures enable compliance with the goals of the unit which in turn facilitates the educational development of candidates in the four core competency areas. The assessments utilized are the following: 1) Reflective portfolio aligns with unit goals for CK, PPCK, and professional dispositions; 2) TWS aligns with unit goals for CK, PPCK, student learning and professional dispositions; 3) AS aligns with unit goals for PCK, student learning and program goals; 4) EDFU 3045 pre and post test aligns with unit goals for PPCK; 5) Interview aligns with unit goals for professional dispositions.
Data analysis from the reflective portfolio and the TWS evidenced that both assessment measures needed to be compiled into one. The unit practice supervisors have held meetings to delineate the revision and implementation process of these instruments. This revision process ensures that candidates actively participate and reflect on their teaching and learning process in diverse classroom settings. The revised instrument assesses the pedagogical knowledge, skills and dispositions of candidates. Therefore, it enables candidates to be effective and reflective teachers with the disposition to be agents of change in the classroom setting and school community.

Analysis of data for the AS revealed that candidates in the post-graduation transition point of the unit assessment system exhibited the dispositions needed to be highly qualified elementary or secondary teachers in the public schools on the island. PCMAS results reveal that candidates are eligible for a professional teaching license in Puerto Rico.

Data analysis for the EDFU 3045 pre and post test showed that candidates did not perform at the expected level. This analysis illustrated that the course assessment instrument needs to be redesigned in order to obtain student performance data that evidences improvement regarding their professional and pedagogical content knowledge competencies.

Data analysis for the interview conducted at the program entry-level revealed that candidates express their disposition to become effective and reflective learners and therefore, become agents of change in the public school system in Puerto Rico.

2a.6. (Optional Upload for Online IR)

Exhibit 2a.6-TEU Assessment System Model

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?

As illustrated in Table 2b.1.1, the unit collects data on candidate performance, unit operations and program quality according to the goals that enable the development of candidate proficiencies. The data collection, analysis and evaluation are assessed semi-annually, annually and every two years accordingly.

The TEU assessment system collects unit and program assessments at four transition points. Data from the unit and program assessment instruments are collected at the end of each semester, annually or every two years. EDFU 3045 pre and post test, TWS, summative evaluation, and reflective portfolio are examples of assessment data collected every semester. The AS, the PCMAS exam, and the interview are assessment data collected annually. Employer survey data are collected every two years. To facilitate the administration and the collection of data, program and unit assessment instruments are tied to the pedagogy and professional courses. The unit assessment committee, the program assessment committees, and the program coordinators follow
up on teaching faculty to ensure that they are implementing and collecting the assessment instruments. The PCMAS are administered during the spring by the CEEB and the analysis of data is available to the TEU Coordinator and ODU director during the next academic year; usually in the fall semester. The content knowledge assessment measures collected at the end of each semester are the reflective portfolio and the TWS. The grades in content knowledge courses and the results of the PCMAS are collected annually. The employer survey data are collected every two years. The latter measures provide data for the assessment of pedagogical content knowledge. The EDFU 3045 pre and post test is administered during the fall and spring semesters every year. The TEU EDFU 3045 Workgroup is currently redesigning the assessment instrument according to data collected and then analyzed by ODU. This assessment measure is aligned with the professional and pedagogical content knowledge goal. The student learning assessment measures data are collected either semi-annually or every two years. The data to evidence the dispositions of candidates is collected semi-annually. Currently, the entry-level interview assessment measure is undergoing revisions considered by the TEU Admissions Committee. The process and timelines used by the unit and the programs to collect and compile data on candidate performance, unit operations, and program quality is included in 2b.1.

The TEU collects multiple assessments from candidate and graduates. Data from employers are collected every two years. To facilitate data collection on candidate performance, assessment instruments are collected in specific courses. Graduates complete the CEEB alumni survey at the end of the PCMAS test administration. In addition, follow-up surveys to graduates and employers are collected annually and every two years by the K-3 Assessment Committee. Employer surveys for the English program are in progress for spring 2010.

Data from the key assessment instruments are summarized and analyzed in the fall, in the spring or during both semesters. Data from the PCMAS are summarized and analyzed in the fall semester. Data from the AS, grades in content courses, and the interview are summarized and analyzed yearly. Future employer surveys will be conducted every two years (see Table 2b.1.1).

Each faculty member is responsible for submitting the data related to key assessments at each transition point at the scheduled time. The programs’ assessment committees and the program coordinators serve as data managers and provide central locations for the collection of the data from candidates. Candidates’ data is summarized by faculty members with the help of the TEU Coordinator. The TEU coordinator and SPA coordinators are responsible for providing the summarized data of the key assessments to ODU for analysis. PCMAS data is summarized and analyzed by the CEEB (see Table 2b.1.1).

The statistical analysis required to assess the effectiveness of the unit and the programs is carried out by the CEEB and ODU. The latter uses multiple ways to present the data to the TEU coordinator, the programs’ assessment committees. To summarize and analyze data, ODU and the programs’ assessment committees used tables that include percentages, frequencies and averages. Data were also presented using graphs, charts and analytical reports that included narratives. The PCMAS results are summarized in a report presented by the CEEB. This report is further analyzed by the staff in ODU who is in charge of presenting it to the unit and programs faculty, as well as providing an overall interpretation of the results using charts and graphs (see Table 2b.1.1).
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?

Education K-3 and English-elementary and secondary levels programs disaggregate candidate assessment data for candidates through each program’s assessment committee.

At the entry-level after candidates complete their registration for their first semester, candidates receive a letter notifying them about the interview. Academic advisors in each program conduct the interviews in collaboration with program faculty. Data obtained are forwarded to the program assessment committees. This committee tabulates raw data and sends them to ODU for statistical analysis. Once data analysis is complete, the TEU admissions committee begins their decision-making process based on assessment outcomes. These interviews are conducted annually.

In September of every academic year, the writing and dispositions essay exam is administered under the supervision of the CEEB and in collaboration with faculty from each program of the unit. The raw data is sent to CEEB and at the end of the academic year, CEEB submits results to UPRH through an analytical report.

At the course level, the pre-post test for EDFU 3045 is administered by the faculty under the supervision of course coordinators at the beginning and at the end of each semester. The faculty submits the data to the course coordinators, who forward data to the EDFU 3045 Workgroup and programs’ assessment committees. ODU receives the raw data and conducts the statistical analysis.

At the end of the academic year, the programs’ assessment committees request from ODU and the UPRH-Computer Center the analysis of the grades obtained by candidates in the foundation courses in education. The criteria established for these data are the number of candidates that obtain a grade of C or better and the percentage of candidates that meet this criteria. The latter was established as 75 percent by the programs’ assessment committees.

At the clinical practice level, the practice supervisors ensure that candidates provide TWS data in a portfolio or CD. The practice supervisors conduct the rubric evaluation of the assessment and corresponding tabulation. Data analysis is forwarded to each programs’ assessment committees for discussion. The analysis of data will be provided to the TEU Assessment Committee beginning spring 2010 to finalize the assessment process and to determine if changes are needed. The same procedure is followed with the reflective portfolio which is also a course requirement.

At the post-graduation transition point in the assessment cycle, the candidates submit the necessary documents to the CEEB in order to take the PCMAS exams. A component of this exam is the alumni survey. Both assessment measures are administered and analyzed by the CEEB, who submits an analytical report to UPRH during the fall semester of the next academic year.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?
UPRH, the unit, and the unit programs systematically maintain records of formal candidate complaints and their solutions. Candidates’ complaints are of serious concern to the unit faculty. An open communication policy across unit faculty allow for reasonable consideration of problems and solutions. Informal and formal procedures for candidates’ complaints regarding academic grievances are described in the Student Handbook. Candidates who have complaints are required to provide a written statement specifying their concerns. The program director meets with the candidate to discuss his/her concerns. The TEU coordinator is informed, and if no solution is accomplished, depending on the nature of the complaints, the candidate is referred to the Registrar’s Office or to the Office of Students’ Ombudsman. The corresponding forms are filed to facilitate the reporting and solution of complaints. These are kept either in the Registrar’ Office or in the Students Ombudsman Office to ensure strict confidentiality.

2b.4. (Optional Upload for Online IR) 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.]

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Methods of Assessment</th>
<th>Data Collection, Analysis &amp; Evaluation Who ?</th>
<th>Data Analysis &amp; Evaluation When?</th>
<th>Presentation Format</th>
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<tr>
<td></td>
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<td>When</td>
<td>Course</td>
<td>Program</td>
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<td>Content Knowledge</td>
<td>Reflective Portfolio</td>
<td>Semi-annually</td>
<td>Practice Supervisors</td>
<td>Program Assessment Committee</td>
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<td>Course Professor</td>
<td>Program Assessment Committee</td>
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<td>TC’s Summative Evaluations</td>
<td>Annually</td>
<td>Course Professors</td>
<td>Program Assessment Committee</td>
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<tr>
<td>Theoretical Model</td>
<td>(TESOL)</td>
<td>Annually</td>
<td>Course Professor</td>
<td>Program Assessment Committee</td>
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<td>Courses (K-3)</td>
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<td>Course Professors</td>
<td>Program Assessment Committee</td>
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<td>Employer Surveys</td>
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<td>Area Assessed</td>
<td>Methods of Assessment</td>
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<td>Data Analysis &amp; Evaluation</td>
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<td>PCMAS Surveys</td>
<td>Annually Program Directors Program Assessment Committee Unit Assessment Committee</td>
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<td>Employers’ Surveys</td>
<td>Every Two Years Program Assessment Committee Program Assessment Committee Unit Assessment Committee</td>
<td>May Annually May Every Two years</td>
<td>Graphs</td>
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<td>Alumni Surveys</td>
<td>Every Two Years Program Assessment Committee Program Assessment Committee Unit Assessment Committee</td>
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<td>Graphs</td>
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<td>PCMAS Surveys</td>
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<td>Employer’s Surveys</td>
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<td>Alumni Surveys</td>
<td>Every Two Years Program Assessment Committee Unit Assessment Committee</td>
<td>May Annually May Every Two years</td>
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<td>Employers’ Surveys</td>
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<td>May Annually May Every Two years</td>
<td>Tables/Glyphs</td>
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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?

TEU regularly uses data gathered from assessment measures to evaluate the efficacy of and initiate changes to improve its courses, programs, and clinical experiences. Annually, faculty meet to discuss the results of assessment instruments used to evaluate candidates and unit operations. TEU committees and workgroups discuss assessment instruments results and proceed with instrument revision which is submitted for consideration to the unit coordinator. The latter informs all parts involved in this evaluation processes. Dissemination of data is an endeavor carried on by TEU coordinator, program directors and NCATE coordinators in close collaboration with programs’ assessment committees, ODU and dean for Academic Affairs. Data are disseminated through presentations, unit meetings, academic senate, and stakeholder meetings. Every semester data are analyzed and interpreted for evaluation and initiation of changes if necessary in courses, clinical experience, and programs.

Assessment data collected on candidates suggest that the unit strengthen efforts to support candidates’ development in the use of technology and in becoming an effective and reflective teacher empowered to integrate diverse methodologies based on a creative philosophical foundation. Unit is involved in modifying assessments and improving courses and field experiences to increase candidates’ outcomes. During the past year, considerable adjustments were made to key assessments to better align them with program proficiencies. It was concluded, for example, that key assessments did not adequately reflect the performance of teacher candidates as agents of change.

Unit faculty uses data submitted by programs’ assessment committee to make knowledge-based decisions about program strengths and weaknesses. The unit makes decisions based on assessments to improve. Field experience forms have been made more consistent, to better indicate and inform candidates about their growth through the transition points in the program. Candidates are now evaluated at the various transition points on dispositions, pre-clinical, clinical, and post-graduation successes. Final evaluations provide data for future growth, while formative data, such as the clinical practice progress evaluations, are helpful in advice for candidates’ continuous improvement. The TEU Assessment Committee will begin to assume this role in spring 2010.

The assessment system is designed to close the cycle by facilitating data-based decisions used to demonstrate accountability and inform program and unit operations, as well as candidates about possible improvements. This is made possible through a clear feedback process that ties assessment to ongoing revision of curriculum, instruction, and unit operation.

The programs’ assessment committees’ role is to sustain the assessment system by the coordination of retreats, calendar working sessions, and systematic meetings to ensure participation and collaboration of professional community members. These processes contribute to the development of the assessment instruments and rubrics aligned with program core areas, and to facilitate the implementation of the 4-phase assessment cycle for the operation of the
assessment system. At the end of each semester, program and TEU Assessment Committee discuss findings, and at beginning of next semester, are presented at faculty meetings with candidate representation.

Unit faculty and field experience coordinators meet with candidates individually and in groups, each semester. A candidates’ group meeting is convened each semester. During these sessions, candidates and faculty review candidate performances on assessments completed during that time period. Results inform the unit about forthcoming steps for courses, field experiences, PCMAS preparations, and related matters. A plan is developed for candidates in order to follow curricular sequence and ensure candidate’s improvement and success.

The unit Assessment Committee will be responsible for aggregating data each semester and sharing the information with the unit, Advisory Committee, programs’ curriculum committees, and candidates. If faculty, cooperating teachers, students, or other members of the professional community express a concern or desire for change, the unit analyzes its current data or creates an assessment tool to gather new research in order to make a knowledge-based decision. If decisions constitute a unit change, it must be referred to the Dean for Academic Affairs and the Academic Senate in order to be approved.

The unit head collects other program data such as student evaluations of faculty members who teach professional education courses. Data are used to decide about faculty teaching loads and the appropriateness of faculty for particular courses and/or field experiences in order to maximize the outcomes for candidates. These evaluations are instrumental in the unit's planning process to enrich curricular experiences so that all candidates will benefit from the exposure and interactions with peers from different institutions and backgrounds. The unit head also works with unit faculty to assess resources needed to meet program goals. This information is used to develop the budget for the upcoming year.

Assessment data are shared with candidates, faculty and other stakeholders through meetings, reports, and presentations during the academic year. Candidates are apprised of their status and performances on key assessments and on program requirements during advising sessions each semester. Additionally, a meeting of all teacher candidates is held each semester to discuss individual, cohort, and programmatic matters in a group setting. Program and unit meetings are the primary settings in which candidate and program data are reviewed.

The unit publishes and makes available assessment data results to professional community by means of periodical reports that do not reveal any private information of the candidates. Other methods are: annual reports, assessment reports, candidates’ orientations, meetings, faculty retreats, workshops, dialogues, and conferences offered to teachers. Dissemination of results of teacher candidate performance on PCMAS, faculty meetings, Academic Senate and Administrative Board meetings, workshops for cooperating teachers, bulletin boards, and the institutional web-page are communicated to the community at large.

The unit continues working toward maintaining the quality of the programs and faculty, revising the curriculum and means of assessment, and promoting the growth and development of candidates’ knowledge, skills, and appropriate disposition necessary to impact student learning.
2c.2. What data-driven changes have occurred over the past three years?

The unit analyzes and reflects on the assessment results as a way to identify areas of strength as well as of those needing improvement. Since the implementation of the TEU assessment system, data-driven changes have occurred. The following are examples of some of the data driven changes over the last years:

After reviewing the data gathered through the entry-level interview (first transition point), the TEU Admissions Committee decided to revise the interview questions. A subgroup of this committee worked on this task and is currently submitting the revisions to the interview questions to the unit committee. These revisions were aligned with the standards of both programs’ SPA and the candidates’ profile in compliance with institutional minimum competencies mandates. The next step is to revise the evaluation rubric for the interview.

After reviewing the data gathered through the TWS and the reflective portfolio, the TEU Practice Supervisors Workgroup decided to integrate both assessments into one assessment instrument. The guidelines and evaluation rubric for the newly proposed instrument was designed taking into consideration the aims of the TEU and candidate proficiencies. The next step is to validate the new instrument during the fall semester of the 2010-2011 academic year. This constitutes an assessment instrument in the clinical practice transition point of the TEU assessment system.

After reviewing the data gathered from the EDFU 3045 Pre and Post Test, the TEU EDFU 3045 Workgroup decided to revise the assessment instrument. The workgroup first revised the course outline with the collaboration of the Office of the Dean for Academic Affairs, program directors, EDFU 3045 Pre & Post Test Coordinators, and course teaching staff. The next step is to ensure that the test alignments with unit core areas and course objectives are considered in the construction of the new or revised test items. The revised version of this key assessment in the pre-clinical practice transition point of the TEU assessment system will be administered during the 2010-2011 academic year.

After reviewing the data gathered from the program surveys, the TEU Surveys Workgroup has delineated an action plan to ensure that the unit alumni and employer surveys are designed. These instruments will be submitted for the consideration and endorsement of unit’s programs, the TEU Assessment Committee, unit coordinator, and SPA coordinators. The surveys validation process will be considered.

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

The data collected are accessible to the faculty at any time through the programs’ assessment committees, unit coordinator, and ODU annual reports. The data are continuously divulged by the programs’ assessment committees in unit and programs’ faculty meetings.

The dissemination of data is an endeavor shared by the unit coordinator in collaboration with programs’ assessment committees, ODU, and the Office of the Dean for Academic Affairs. The
data is disseminated through presentations, annual reports, Academic Senate, and stakeholder meetings.

The assessment results are the subject of discussion in different forums with TEU and UPRH constituents, school personnel, and alumni. The assessment results encompass the entire campus, from the top-level administrative officials to all academic and non-academic operating units.

Opportunities are created to discuss the results in unit meetings, program meetings, joint meetings of unit and program faculty, deans and department chair meetings, chancellor’s meetings, and candidate meetings.

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

Assessment data are shared with candidates, faculty, and others stakeholders in a variety of scenarios. Candidates receive information about their performance on key assessments through their courses each semester. Faculty members ask candidates to prepare drafts of assigned work in order to follow-up on their progress towards their final work. Candidates are able to review their performance in relation to the rubric to see how to improve. Candidates have the opportunity to visit faculty offices for feedback related to their performance in the instruments. Opportunities are created for faculty to discuss the results on ongoing in unit meetings, program meetings, joint meetings of unit and program faculty, deans and department chair meetings, chancellor’s meetings, and candidate meetings.

The unit coordinator, SPA coordinators, and program directors designed a unit organizational chart in order to give structure to the assessment system that has been on-going for the last three years. This chart includes four new components that will strengthen the assessment system: TEU Council, TEU Advisory Committee, TEU Assessment Committee, and Clinical Experiences Coordinator in order to formalize the unit’s assessment system that

2c.5. (Optional Upload for Online IR) 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.]
STANDARD 3. FIELD EXPERIENCE AND CLINICAL PRACTICE

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 unit’s partners in the design, delivery and evaluation of learning, field and clinical experiences are the UPR System, the UPRH, and 30 schools in the eastern region composed of the districts of Arroyo, Canóvanas, Ceiba, Culebra, Fajardo, Humacao, Las Piedras, Loiza, Luquillo, Rio Grande, Juncos, Patillas, Maunabo, Naguabo, Yabucoa, and Vieques. As stated in Law 79 of 1989 (Creation of Centers of Practice, Law 149 of 1999 known as the PRDE Organic Law) and the PRDE Circular Letter 10-2004-2005 (Norms to Regulate the Organization and Implementation of the Centers of Student Practice). The PRDE is a principal collaborator of these processes.

The UPRH Academic Senate is responsible for approving all course descriptions, content and field experiences to ensure their alignment with the unit’s Academic program objectives. This ensures that all activities related to field and clinical experiences are philosophically tied to the mission and vision of the UPR System.

The unit will constitute an advisory committee board the second semester of the 2009-2010 academic year to bring partners and stakeholders together. This committee will be composed of school principals, cooperating teachers, retired professors, field and clinical practice supervisors, unit program directors, and local business owners. This committee will provide continuous feedback on the design, delivery and evaluation in the various stages and phases during the process of preparing teacher candidates.

The unit distributes and discusses the materials used in field and clinical experiences with the school principals and cooperating teachers. These personnel contribute to the assessment and revision of materials on an on-going basis. Their involvement and interaction with university supervisors ensures that candidates meet the goals of their pre-clinical field experiences and clinical practice. As part of this process, the unit has in place a formal document of collaboration which is filled out for every candidate participating in field and clinical practice activities. (See Exhibit 3a.1: Letter of Agreement)

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

The unit’s partners have contributed significantly to the design, delivery, and evaluation of the unit’s field and clinical experiences. The UPR System through its mission, vision and master plans guides the nature of the programs to be offered at UPRH. UPRH developed an approved mission, vision and objectives which served as a guide to the unit’s development of academic degree programs that meet the needs of the community and its diverse student population. The PRDE, through its Policy Letter 10-2004-2005, establishes the norms, organization, and implementation of field and clinical experiences.
The school principals and cooperating teachers contribute directly in the formation of the teacher candidates during their field and clinical experiences. The school principals help the practice supervisor by selecting cooperating teachers for the program. The practice supervisor and the cooperating teacher contribute to teacher candidates’ formation in the design, delivery and evaluation of the teaching experience through planning, organizing, and developing curricular and extra-curricular experiences for their students. The cooperating teachers maintain daily supervision of the planning and performance of teacher candidates in classroom activities to ensure that candidates attain their lesson plan objectives and that they create a special project which is designed to impact the school.

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

The unit and its school partners are responsible for the placement of students for field experiences and student teaching. The unit’s practice supervisors follow the specific criteria delineated in the Practice Teaching Manual (UPRH) which is based on the PRDE Normative Documents, “Bylaws for the Organization and Functioning of the Practice Teaching Centers” (2000), as well as a more recent PRDE Circular Letter Number 10-2004-2005, “Norms Which Govern the Organization and Implementation of Practice Teaching Centers.”

The practice supervisors are responsible for providing school principals and cooperating teachers with an orientation on the unit’s conceptual framework and the expectations the unit for the candidates. School principals and cooperating teachers are expected to become familiar with the unit’s mission and goals regarding candidate proficiencies.

The unit has a formal procedure for determining how and where candidates are placed for field experiences and student teaching. The practice supervisors interview cooperating teachers in order to insure that they are qualified. They evaluate candidates in terms of academic and personal strengths and weaknesses to determine in which school to place the candidate. The school principals are responsible for authorizing the participation of cooperating teachers and ensuring that their schools have the resources to provide candidates with enriching field and student teaching experiences.

School cooperating teachers encourage opportunities for candidates to observe and participate in the teaching and learning process as well as provide formative input during the process to improve candidate performance.

The unit faculty who teach courses that require field experiences informs candidates of the purpose for visiting schools and experiencing theory in practice. The unit faculty guides candidates to reflect upon and write about their field experiences. The courses in which field experiences are required by the unit are: EDFU 3045 (Participant Observation and EDES 4006 (The Nature and the Needs of the Exceptional Child).

3a.4. How do the unit and its school partners share expertise and resources to support candidates’ learning in field experiences and clinical practice?
The unit and the school partners share expertise and resources to support candidates’ learning during the process of visits and other instances of professional growth. The unit’s faculty keeps an open and on-going communication with the school-based faculty in order to support candidates’ learning during their field and clinical experiences. The unit’s faculty offers cooperating teachers a 45-hour seminar, which meets with PRDE requirements for cooperating teachers, to prepare them for their role as cooperating teachers and principals in practice teaching. The unit also provides workshops for cooperating teachers and candidates that complement the seminar and provide ongoing and updated support. In clinical experiences, after each formal evaluation, the cooperating teachers and practice supervisors meet to share views on the evaluation of the candidates. Then, they meet with the teacher candidates to discuss their performance, make the necessary recommendations for improvement, and share insight about the teaching process.

3a.5 (Optional Uploads)

Exhibit 3a.1: Letter of Agreement
Exhibit 3a.3: Reunión Maestros Cooperativos

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

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

The entry requirements for clinical practice begin with the candidate meeting with the academic counselor to verify that course requirements prior to the practice teaching course have been approved. Candidates must have approved the required courses as specified in their program course sequence with a minimum 2.00 GPA. In addition, all assessments required in previous transition points should also be passed, such as the entry level interview. Candidates are required to fill out the practice teaching form that is signed by the academic counselor and submitted to the practice supervisor.

The exit requirements for clinical practice are a minimum of 300 practice hours and a passing grade in the clinical practice course. To comply with these requirements, candidates are required to submit a nucleus study, case study, group profile, samples of school and community activities, teacher work sample (TWS) and reflective portfolio. Candidates undergo five formal evaluations: an exploratory evaluation, three formative evaluations, and final summative evaluation. The five evaluations are the joint responsibility of the practice supervisor and cooperating teacher. To be certified as a teacher in the PRDE, candidates must have a minimum general and specialization GPA of 2.50 and obtain passing scores in the PCMAS exams.

In the K-3 program, the clinical practice course integrates a seminar component with the objective of guiding candidates in a formative manner to ensure that they transmit the dispositions of diversity, creativity, leadership, and social transformation to the students in the practice centers. In the English-elementary and secondary program, the seminar component is a separate required course to ensure that they use best practices in transmitting the same dispositions.
The unit publishes the entry and exit requirements for clinical practice in the practice teaching manual. These requirements are discussed with the candidates and school partners at the beginning of each practice teaching session.

3b.2. What field experiences are required for each program or categories of programs 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?

Table 7

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<thead>
<tr>
<th>Courses that Provide Field/Clinical Experience (Observation/Practice)</th>
<th>Programs</th>
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3b.3. How does the unit systematically ensure that candidates develop the 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 that candidates develop the proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards through its assessment cycle. At the entry level transition point, candidates go through an entry-level interview that assesses the candidates’ teaching disposition. In the English program at both the elementary and secondary level, candidates’ oral language proficiency is assessed. At the pre-clinical transition point, candidates participate in field and clinical experiences that are a key part of the assessment cycle. In this pre-clinical stage, candidates receive orientation and initiate their reflective portfolio and TWS. At the clinical practice transition point, candidates are evaluated in terms of their performance and application of proficiencies. In this clinical stage, candidates complete their reflective portfolio and TWS. At the post graduation transition point, candidates complete an alumni survey to determine if the acquired proficiencies have met their expectations for the practice of their profession.

Successful development is assessed through the key assessments for each transition point and the other instruments included at each level. Performance that is not acceptable is followed up on by the course faculty in order to refer the candidates for the appropriate support. Faculty starts their intervention through personal contact with these candidates during office hours. Candidates are advised of the areas in need of improvement and the institutional resources available to obtain support. In the case where the support needed is program specific, the candidates are referred to their academic advisor who helps them to determine and negotiate a course of action.

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 ensures that candidates use technology as an instructional tool during field experiences and clinical practice. Technology is an integral part of the candidates’ preparatory courses, field experiences, and clinical practice. Candidates must take courses such as: COMU 2019, COMU 1017, and EDPE 3057 that require them to use a variety of technologies as tools for the teaching/learning process. Besides this required experience, candidates take courses in smart classrooms where they have the opportunity to use technology as a tool for the enhancement of the teaching/learning processes inside the classroom. In the Letters building, where the TEU is housed, the institution has provided wireless access which facilitates access to technology for all students. Candidates also have access to the multimedia laboratory located in the Letters building.

In field experience courses such as: EDFU 3045, EING 4006, EDPE 4019, EDPE 4005, the use of technology as an educational tool is theorized, practiced, and evaluated. Candidates are required to complete various projects in which they use technology to address the needs of a diverse population.

In clinical practice, the evaluation instruments assess the teacher candidates’ use of technology as a tool for instruction in different projects. The K-3 program offers workshops on the use of
technology, as well as models the use of technology as a tool to enrich the learning process and the construction of knowledge. The English program involves candidates in the use of wiki pages at to facilitate the communication and the sharing of documents and ideas among the cooperating teachers, practice supervisors, and teacher candidates. The English program’s CHARE Project offers workshops on the use of technology as an instructional tool.

Technological delivery strategies such as hybrid courses and interactive platforms are currently being explored and/or used by faculty in the unit for the purpose of including these delivery strategies at all four transition points in the future.

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?

The criteria used to select the school-based clinical faculty are based on the requirements established in the PRDE Policy Letter 10-2004-2005. In the selection of the cooperating teachers, the policy specifies nine indicators (Section II) for teachers to qualify as cooperating teachers and stipulates the selection of the practice centers, the role of other school-based faculty as cooperating principals and superintendents, among other criteria. First, the practice centers are identified based on the policy’s criteria, then the cooperating principal is requested to complete a form that authorizes the cooperating teacher to perform as a mentor. Cooperating teachers who are recommended by the school principals may be chosen by practice supervisors for placement of the candidates. All cooperating teachers must provide the institution with copies of their teaching license, and certificate of successful completion of EDPE 4070 (Mentor teacher course). The next step includes a preliminary contact between the practice supervisor and the cooperating teacher to provide an orientation in terms of the processes, procedures, forms, roles, and the responsibilities inherent to the clinical practice and to assess their needs. The cooperating school principal keeps a file that includes evidence of the cooperating teachers’ selection process. To ensure that the school-based faculty members are accomplished professionals, workshops are offered after completion of the clinical practice. During these workshops, candidates’ evaluation of cooperating teachers’ performance are discussed.

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

In order to offer the best mentoring and follow-up process to the candidates, the unit keeps updated information of the available cooperating teachers. As part of the requirements to become cooperating teachers, the interested classroom teachers need to take a certification course which must be reviewed every five years before they are allowed to mentor a candidate during the student-teacher semester. The course offered by the unit includes the guidelines, expectations and evaluation procedures for student-teaching as well as the study of the unit’s conceptual framework. They receive orientation on the relevant aspects related to the clinical practice. The unit contributes to the professional development of school principals and cooperating teachers by organizing workshops, training seminars, and other activities. The school collaborators and other school community members are also invited to participate in professional development activities. (See Exhibit 3b.6: Cooperating Teachers’ File)
3.b.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?

The unit provides regular and continuous support for candidates. After each formative classroom evaluation, the practice supervisor and the cooperating teachers discuss with the candidate his or her performance. This discussion is documented in a conference form that is kept on file. Support through workshops and in-service training is recorded in evaluations and attendance sheets. Clinical faculty holds reflective meetings twice a month with student teachers. Candidates participating in these meetings must sign an attendance form to verify their attendance.

Practice supervisors in the K-3 program meet once a week with candidates to support and provide guidance to candidates in clinical practice. In the English-elementary and secondary levels, practice supervisors schedule a monthly meeting with candidates in clinical practice to provide support. For both the K-3 and English program levels, these meetings are mandatory and are documented in attendance sheets.

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

N/A

3b.9. Optional Upload

Exhibit 3b.2-Table 7: Field Experiences and Clinical Practice by Program
Exhibit 3b.9.1: EDPE 4018 Final Evaluation Form
Exhibit 3b.9.2-K3 Evaluation Form
Exhibit 3b.9.3: Portfolio Evaluation Rubric

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?

In the K-3 program, eligible candidates for clinical practice range from 36 to 60 candidates per semester. In the English-elementary and secondary levels, eligible candidates for clinical practice range from seven to 15 candidates per semester. As a unit, the average number of eligible candidates for clinical practice ranges from 43 to 75 eligible candidates per semester. An average of 98 percent of the candidates in clinical practice successfully complete their clinical practice.

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 candidate is responsible for performing self evaluations through reflections in their clinical practice. Candidates are required to reflect upon and incorporate the recommendations given to them by the practice supervisor and cooperating teachers that guide them toward enhancing their teaching skills in a formative process. Practice supervisors are required to perform periodic classroom evaluations, provide feedback on the required projects, and monitor and discuss the candidate’s progress during clinical practice. Cooperating teachers assist candidates by providing orientation and classroom observations on a daily basis. Cooperating teachers are required to complete formal evaluations of the student’s performance. At the end of the clinical practice, practice supervisors and cooperating teachers are required to complete a summative assessment of a candidate’s performance. These summative evaluations are discussed with the candidates in an exit meeting scheduled for this purpose. School-based faculty meet with practice supervisors to discuss their experiences in relation to supervising clinical practice candidates.

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

The unit incorporates time for reflection and feedback from peers and clinical faculty in both field experiences and clinical practice. In field experiences, after observing classes and practicing in a real classroom setting, candidates are required to reflect and discuss their observations and their teaching performance with peers, school-based faculty, and clinical supervisors. During seminar courses and meetings, candidates discuss their formative evaluations. Extemporaneous reactions to candidate’s demonstration classes in the methods courses at the pre-clinical transition point for both programs provide feedback which candidates receive from peers and that serve as an evaluation measure from faculty. In clinical practice, candidates are required to complete a TWS and a reflective portfolio which provide additional opportunities for candidates to reflect on their teaching experiences.

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 experience and clinical practice?

The unit provides evidence from multiple assessments that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn. In field experience candidates are required to visit a school at the pre-clinical transition point and observe a teacher in a public or private school. Candidates must identify and react to the teacher’s methodology and teaching style by making a comparison between the theories they have learned in their respective programs and the practices they are observing. Candidates are required to document and explain their agreement or disagreement with the method and the management strategies used by the teacher. Candidates are required to assist in the planning and teaching of a minimum of one class.

In EDFU 3045 (Participant Observation), candidates are required to write reflectively about the school environment that they visit during field experiences. These observations begin with an interview with the teacher to establish a pedagogical foundation that will inform their reflection.
Candidates continue the field experience through a guided observation and reflection of the physical classroom setting and how it addresses student learning needs. The final element in the 30-hour observation field experience takes into consideration the learning process, objectives, evaluation, and assessment, among other criteria. Data available in Exhibit EDFU 3045 Reflective Portfolio.

In the clinical practice transition point, the key assessment instrument that provides evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn is the TWS. The TWS provide information on how candidates plan, manage, implement, and assess the teaching learning process. The data of this assessment instrument is shown in Table 1a.4.2 (TEU TWS Results 2007 & 2008).

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 that the unit uses to guarantee that candidates’ collect and analyze data on student-learning, reflect on it and improve student-learning is integrated into the TWS. Every candidate is required to complete a TWS during student teaching. The unit ensures that the teacher-candidate effectively collects and analyzes data on student learning by following this process: reflect on their daily planning with the support of the cooperating team, receive feedback, make the appropriate adaptations, follow up on the students’ academic achievement and use the evaluation and assessment instruments as resources to reflect on the use and effectiveness of data-driven strategies.

Candidates are required to document and show evidence that the data obtained from the TWS are analyzed so that candidates can engage in best practices at the clinical practice level. The data are discussed with the practice supervisor and cooperating teacher.

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 that all candidates have experiences with students from diverse backgrounds by placing all candidates in 30 schools located in the Eastern Educational Region, for their field and clinical experiences. The 30 schools are located in urban and rural areas and all have students with programs for students with exceptionalities. All schools have students from low economic backgrounds in which more than 80 percent receive free lunches. In addition, these schools have inclusion programs and migrants and/or returning students.

The unit meets and discusses issues related to diversity creating awareness among the faculty of the need to place students in schools that provide these experiences. As a first step, from a multidisciplinary perspective the pre-clinical faculty has made changes to the themes included on course syllabus to integrate topics on diversity that candidates will confront during field experiences. Candidates are required to have successfully completed EDES 4006 (Exceptional Student) course, in which candidates explore and discuss issues related to students with exceptionalities in the classroom. Candidates are required to take EDFU 3001 and 3002 (Human
Growth Development I and II) courses that address the issues of developmental growth in students and the exceptionalities inherent in this developmental process.

During clinical practice, candidates are required to identify students with exceptionalities in their practice center classroom, and design a plan to meet the developmental needs of these students.

The coursework and field and clinical experiences are grounded on the UPR and DEPR anti-discrimination policies that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in mainstream educational experiences. The laws that pertain to inclusion and the legal rights of diverse populations, ADA, NCLB, and PR State Law 51, guarantee the rights of the students the candidates attend in their field experiences and clinical practice. To ensure compliance with federal and state laws, the unit requires candidates to reflect and demonstrate best practices during their field experiences and clinical practice through the TWS and reflective portfolio.

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

The unit engages in systematic collaboration with unit school partners, which has resulted in forming a coherent transition between the theoretical framework developed during pre-clinical field experience and the clinical practice transition point.

2. **What research related to Standard 3 is being conducted by the unit or its faculty?**
STANDARD 4: DIVERSITY

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

4a1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The proficiencies related to diversity that candidates develop and promote in their own students are: “Teacher candidates are expected to develop and demonstrate an awareness of and sensitivity to the individual needs and rights of the diverse student population within a global and pluralistic context”; and “Teacher candidates are expected to master and continuously review their language communication skills and the use of educational technology as a methodological tool to enhance the teaching/learning process within a diverse population.”

Diversity, for the unit, is considered more than knowing general characteristics and knowledge about cultural values, traditions, communication, learning styles, contributions, and relation patterns. In the area of learning, the unit’s concept of diversity focuses on how to teach and how to build upon levels of knowledge within culturally diverse population. Candidates must also be aware of differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. Because of the unit’s particularities of regional location in the eastern area of PR, special emphasis is placed on diversity in terms of urban and rural students’ and exceptionalities. Strategies like on-site guided observation and nucleus studies provide candidates with an operational backdrop for demonstrating awareness and sensitivity to what the student populations need in today’s school systems, as well as a guided experience in the regulations that govern school systems, starting with access to these schools and ending with the evaluations that justify student promotions. Candidates are expected to react proactively against any discriminatory practices they observe in field experiences and clinical practice.

Candidates are expected to follow best practices and be proficient in adopting a philosophy that education must be fair for all students and that all children can learn.

4a2. What required coursework and experiences enable teacher candidates 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?

Both the K-3 and English programs in the unit share courses which are required coursework and experiences that enable candidates to develop an awareness of the importance of diversity in teaching and learning and the knowledge, skills and professional dispositions that need to be adapted toward a diverse population. At the pre-clinical transition point, there are five courses that address the issue of diversity. EDFU 3045 (Participant Observation) course initiates candidates’ awareness and disposition toward addressing issues of diversity in the classroom. EDFU 3001 and EDFU 3002 (Human Growth and Development I and II) are one semester courses that provide a year-long experience which lays the groundwork for understanding the
developmental nature of the learner as an aid in the educational process. EDES 4006 (The Nature and Needs of Exceptional Children) is a semester course in which candidates learn through classroom and field experiences to adapt instruction to diverse populations through group discussions evaluated with rubrics, focalized lists to evaluate learning styles, and interacting with special and exceptional needs’ populations. EDFU 3007 (Social Foundations in Education) is a semester course in which candidates carry out research including the identification of a social situation and propose an initiative for social transformation and educational change. Candidates follow up and further develop awareness and sensitivity to diversity by initiating reflective portfolios that include reflections on the concept of diversity.

In the K-3 program, candidates are required to take courses that develop skills and dispositions that reflect a respect and understanding for diversity. EDFU 3026 (Values Formation Process) course engages candidates in developing a portfolio of assignments, both individual and group-based presentations, stories, and drawings which reflect upon the values and attitudes across distinct populations, conditions, and belief systems. EDFU 3028 (The Family as an Agency for Social Transformation) course provides candidates with the opportunity to analyze and examine their own perspectives on diversity within the context of the family through debates, newspaper analyses, and classroom discussions.

In the English program at the elementary and secondary levels, candidates take courses that develop skills and dispositions that reflect a respect and understanding for diversity. INGL 4328 (Linguistics and Reading) course highlights the socially constructed nature of reading. INGL 4326 (Children’s Literature-elementary level) and INGL 4327 (Adolescent Literature-secondary level) are courses in which candidates learn through classroom and field experiences to select, adapt and construct relevant experiences for their specific student population in literature. INGL 4325 (Studies in Language Acquisition) course explores the nature of language and the nature of language learning among a culturally diverse population.

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

The unit entry-level interview is the first key assessment that gathers evidence, through a rubric, of candidates’ skills, dispositions and proficiencies relating to diversity. An alignment of interview prompts and corresponding candidate responses to the core proficiencies in diversity allows interview results to be interpreted in a coherent manner. The interview provides benchmark data that is used by the unit counselor’s and faculty in the process of guiding candidates toward attaining proficiency related to diversity. Analysis of the data from the interview assessment reveals that candidates have the potential to develop proficiencies related to diversity. (Refer to table: Alignment of Core Areas with Key Assessments in Optional Upload 4a.4)

At the clinical practice transition point, the final evaluation of the TWS provides evidence of the degree to which the candidates guide their students toward fulfilling the expectations in the area of diversity within a constructivist paradigm. Analysis of the performance on TWS assessments reflects that candidates are strong in the nature and role of culture, cultural groups, and identity. (See exhibit table 1.c)
The reflective portfolio is an assessment instrument that is reviewed by the practice supervisor and cooperating teacher four times during the clinical practice transition point to ensure that candidates are engaged in meaningful teaching activities that focus on diversity. Analysis of candidate performance on the reflective portfolio provides evidences that candidates have learned to promote diversity in their students. Data is available in Exhibit EDFU 3045 Reflective Portfolio.

Faculty and student evaluations focus on evidencing that candidates have obtained the highest level of proficiency in the area of diversity. Analysis of candidate performance on this assessment shows a superior degree of attainment in the area of diversity with respect to handling individual differences in their teaching practice.

At the post graduation transition point, the PCMAS alumni survey provides candidates to self-assess their attainment of proficiencies related to diversity. Analysis of the data provides evidence that candidates have a well informed belief that they are proficient in issues related to diversity.

4a.4. Optional Upload

Exhibit-Table: Alignment of Core Areas with Key Assessments

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 are exposed to faculty members with an array of cultural backgrounds, and also have the opportunity to enrich their knowledge of culture through means of traveling, exchange programs, and participating in multiple cultural activities promoted in and outside of campus. These cultural activities include conferences, musical and theatrical activities, and programs spearheaded by international visitors on campus.

Candidates have the opportunity to interact with higher education faculty, who represent cultural, social and educational backgrounds. Candidates encounter a similar scenario in their school-based faculty. In both scenarios, diversity is reflected in the differences in gender, exceptionalities, sexual orientation, ethnic/cultural background, and religion, as well as academic preparation.

The UPRH teaching faculty is a mature, adept teaching faculty with a diverse wealth and array of teaching and professional experiences. While the majority of the teaching faculty arrived at their current professional standing through a background in academia, others chose teacher preparation as a result of their life and professional experiences and academic preparation and expertise in content areas. Unit faculty include ex-athletes/trainers of great renown, an economist, translators, a speech pathologist, a psychologist, math and science teachers, public policy consultants, an institutional development researcher, a musician and others.
Within the field of education, faculty have experience in private and public schools in and outside of Puerto Rico, specialty (magnet) schools, pre-school centers, summer camps, and positions in school administration and supervision. Special populations with which faculty have worked include the blind, learning disabled, athletes, children with developmental exceptionalities, and special education students.

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

The unit faculty has the knowledge and experiences to prepare candidates to work with students from diverse groups through their academic preparation in a wide variety of education programs in Puerto Rico, the United States, and Latin America. Cultural and ethnic diversity is enhanced by faculty’s collaboration with other universities, such as the University of Illinois at Chicago, where faculty members attended seminars and workshops for professional development in diversity and special education. The faculty participates in seminars related to diversity and how to serve special needs populations. The faculty gives special consideration to those processes candidates need to follow for early identification of learning problems in students and how to interpret behaviors related to cultural diversity.

The faculty relies on the academic experiences attained through working with the unit curriculum which includes the contribution of diverse cultures to Puerto Rico. Emphasis is given by the unit’s curriculum to contributions in literature, religion, economics, politics, and community development by the island’s culturally diverse population.

The faculty is immersed in ethnic diversity as a natural condition of the island experience. Centrally located in the Caribbean, Puerto Rico has become a rapidly growing and culturally diverse island nation. The immigration of Central and South Americans, a growing Arab and Asian community, and the recent influx of people from the Dominican Republic have changed the island’s school demographic landscape. This prepares faculty for the diversity they find at UPRH and enables them to support and promote this concept in preparing candidates.

Faculty members have traveled to other countries to experience diversity in education. By teaching students from different cultural and ethnic backgrounds, faculty immerse themselves in diversity, bringing these experiences to bear in their classrooms. (See Faculty Curriculum Vitas)

4b.3. How diverse are the faculty members who work with education candidates?
Table 8: Faculty Demographics

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<th>Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)</th>
<th>Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)</th>
<th>Prof. Ed. Faculty Who Teach Only in Both n (%)</th>
<th>All Faculty in the Institution n (%)</th>
<th>School-Based Faculty n (%)</th>
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<td>N/A</td>
<td>275</td>
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</table>

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

The unit follows UPR system and public policy that require that recruitment be free of bias and discrimination. This policy is operational through program level personnel committees who are responsible for recruiting processes. These recruitment processes at the program level have the responsibility of evaluating recruiting needs and formulating clear recommendations which serve as guidelines. These recommendations, in turn, are taken into consideration by the UPRH chancellor as the nominating authority.

The unit’s initiative to address diversity more directly within the context of the elements of diversity present on the island, such as academic preparation and experience, participation in international forums, and others, is a byproduct of mandatory program revision and the NCATE accreditation process.
The unit is currently engaging in efforts to better define the concept of diversity based on the needs of the candidates by initiating discussions at the program personnel committee levels. Retaining faculty is an area that the unit will address in spring 2010 by designing a clearly articulated mentoring program.

4b.5. Optional Upload

Exhibit 4b.3-Table 8: Faculty Demographics

4c Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates have to work with candidates from diverse groups?

Candidates have opportunities to work with other candidates from diverse groups by being immersed in the PR’s cultural mosaic. Candidates have opportunities during their course work to interact with student’s organizations (AUEED and ESA) and exchange students from other countries and jurisdictions.

Candidates have the opportunity to interact with bilingual students in multiple settings. Candidates who are Puerto Rican migrants or the sons and daughters of returning migrants bring with them a variety of cultural experiences that enriches the classroom environment. This type of experience enables candidates to appreciate the level of teaching expertise they have acquired and to share best teaching practices with other candidates. Candidates learn to demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn through this type of practice. The opportunity to interact with candidates of other genders exceptionalities ensures that candidates are sensitive to the individual needs and rights of diverse populations.

4c.2. How diverse are the candidates in initial teacher preparation programs?

Candidates in the unit are proportionally diverse when compared with the UPRH enrollment demographics and the population of the eastern region of PR. Candidate demographics include but are not limited to gender, socioeconomics, linguistics, exceptionalities, and ethnicity. The Puerto Rican population is largely a mixture of European, African, and indigenous ancestry. As such, racial distinctions are blurred, although issues of color and race do exist. However, candidates exhibit the characteristics of diversity present on the island: gender, culture, values, tradition, communication, and learning styles that comprise the elements of the unit’s conceptual framework. Therefore, a better description of the diversity present in the candidate demographics is represented in the table uploaded in section 4c4, Distribution of Students from the K-3 program and English program (elementary and secondary Levels) for the 2005-6 through 2008-9 Academic Years.
Table 10: Candidate Demographics

### AY 2005-2006

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Total enrollment for academic year 2005-2006 is **4,282**.

### AY 2006-2007

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<th>Academic Load</th>
<th>Classification by Year</th>
<th>Ethnic Origin</th>
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<td><strong>English: Elementary</strong></td>
<td>98</td>
<td>69</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td><strong>English: Secondary</strong></td>
<td>90</td>
<td>58</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td><strong>Elementary Ed K-3</strong></td>
<td>455</td>
<td>394</td>
<td>61'</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>643</td>
<td>521</td>
<td>122</td>
<td></td>
</tr>
</tbody>
</table>

Total enrollment for academic year 2006-2007 is **4,306**.

### AY 2007-2008

<table>
<thead>
<tr>
<th>Program</th>
<th>Gender</th>
<th>Academic Load</th>
<th>Classification by Year</th>
<th>Ethnic Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>F</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td><strong>English: Elementary</strong></td>
<td>99</td>
<td>71</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td><strong>English: Secondary</strong></td>
<td>106</td>
<td>68</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td><strong>Elementary Ed K-3</strong></td>
<td>422</td>
<td>362</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>627</td>
<td>501</td>
<td>126</td>
<td></td>
</tr>
</tbody>
</table>

Total enrollment for academic year 2007-2008 is **4,542**.

### AY 2008-2009

<table>
<thead>
<tr>
<th>Program</th>
<th>Gender</th>
<th>Academic Load</th>
<th>Classification by Year</th>
<th>Ethnic Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>F</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td><strong>English: Elementary</strong></td>
<td>94</td>
<td>72</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td><strong>English: Secondary</strong></td>
<td>108</td>
<td>71</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><strong>Elementary Ed K-3</strong></td>
<td>342</td>
<td>295</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>544</td>
<td>438</td>
<td>106</td>
<td></td>
</tr>
</tbody>
</table>

Total enrollment for academic year 2008-2009 is **4,745**.
4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The unit conducts a system-wide effort that takes place annually in which faculty representatives visit the schools that comprise the area serviced by UPRH. Through this initiative, prospective candidates are provided with information and orientation about unit programs and are invited to visit UPRH. The promotion and recruitment initiative culminates with an open house activity where candidates are introduced to the UPRH, the unit, the faculty, and the K-3 and English-elementary and secondary programs. Once the candidate is admitted to one of the two programs, special educational services are offered for students with exceptionalities. Candidates also have access to professional counseling services through the Interdisciplinary Department for Students’ Integral Development (DIDIE, acronym in Spanish) which integrates counseling, guidance, psychological services, social work and assists in the candidates’ retention process.

4c.4. Optional Upload

Exhibit 4c.2-Table 9: Distribution of Candidates from the K-3 Program and English Program (Elementary and Secondary Levels) for the 2005-6 through 2008-9 Academic Years

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 practice through course offerings and activities where candidates reflect upon the concept of diversity on the island and global scale. As stated in the unit’s framework, candidates are made conscious of the different manifestations of diversity such as socio-economic levels, gender, sexual orientation, geographic region, belief systems, and special needs, which span across diverse racial, cultural, and ethnic groups present within Puerto Rican society and within a global context.

At the pre-clinical transition point, candidates learn to incorporate multiple perspectives in the subject matter they learn to teach and the services learned through field experiences. Candidates develop and practice knowledge, skills and professional dispositions in a supporting learning environment for K-3, English language learners at the elementary and secondary school levels, and students with exceptionalities. Candidates learn to become aware of different learning styles, and adapt instruction and services appropriately for all students, including age, gender, linguistic and culturally diverse students and students with exceptionalities. Candidates learn to serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

At the clinical practice transition point, candidates are guided by practice supervisors and cooperating teachers on how to manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating concepts of the core curriculum within the practice center. Candidates learn how to manage the core curriculum using a wide range of
standards-based materials, resources, and technologies that address the diversity of the students within the classroom.

4d.2. How diverse are the p-12 students in the settings in which students participate in field experiences and clinical practices?

Table 10: Demographics On-Sites for Clinical Practice in Initial Programs

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Black or African American, non-Hispanic</th>
<th>Hispanic or Latino</th>
<th>White, Non-Hispanic</th>
<th>Students receiving free/reduced lunch</th>
<th>English language learners</th>
<th>Students with disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>José Campeche</td>
<td>707</td>
<td>707</td>
<td>707</td>
<td>50 Special Ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manuel Medialiavilla</td>
<td>757</td>
<td>757</td>
<td>757</td>
<td>27 Special Ed</td>
<td></td>
<td></td>
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<tr>
<td>Ramón Quiñones</td>
<td>421</td>
<td>421</td>
<td>421</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teodoro Aguilar</td>
<td>421</td>
<td>421</td>
<td>421</td>
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<td></td>
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</tr>
<tr>
<td>Leoncio Méndez</td>
<td>748</td>
<td>748</td>
<td>748</td>
<td>48 Special Ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alfonso Casta</td>
<td>425</td>
<td>425</td>
<td>425</td>
<td>48 Special Ed</td>
<td></td>
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<tr>
<td>Antonio Rosa Guzmán</td>
<td>294</td>
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<td>294</td>
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<tr>
<td>Cándido Berrios</td>
<td>436</td>
<td>436</td>
<td>436</td>
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<tr>
<td>Ramón Quinones Pacheco</td>
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<td>360</td>
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<tr>
<td>Urbana Nueva Ceiba</td>
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<td>717</td>
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<tr>
<td>Ana D. Flores</td>
<td>887</td>
<td>887</td>
<td>887</td>
<td>50 Special Ed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

The unit ensures that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups by requiring candidates to learn to select, design, and assess constructivist strategies and methodologies which promote life-long learning through autonomy, critical reflection, active collaboration, problem solving, and construction of knowledge in diverse contexts. The unit’s clinical practice is committed to promoting awareness among candidates so they can assess their future students while promoting equality and inclusion.
of other elements of diversity in schools and society. Candidates become interactive teachers that incorporate an array of teaching and assessment techniques that provide feedback to support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of differences. Candidates learn to understand various issues of assessment, such as special education testing, educational standards, and the difference between language proficiency and other types of assessment.

Candidate proficiencies related to diversity are assessed by means of a reflective portfolio and TWS, which are reviewed by cooperating teachers and field experience supervisors. Data are used to provide feedback to teacher candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations to learn. Candidates are encouraged to be creative, sensible, and responsible with the learning process of all students in their classroom. Candidates receive feedback from other candidates as well as from the cooperating teaching and the faculty supervisor in seminar courses and meetings scheduled for this purpose.

4d.4. Optional Upload

Exhibit 4d.2-Table 10: Demographics on Sites for Clinical Practice in Initial Programs
5a Qualified Faculty

5a.1. What are the qualifications of the full time and part time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete the following table (Table 11). (These data may be compiled from the tables submitted earlier for national program review by clicking on “Import” below.).

Table 11 (2 parts)
Faculty Qualification Summary
Upload 5a.5 (as 5a.5 and 5a.5.1)

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

The 12 faculty members that are currently pursuing doctoral studies (100% of those who have M.A. degrees) have extensive experience in Puerto Rico and abroad, and engage in best practices that qualify them for their assignments. Relevant experience and skills are key elements in recruitment of faculty. Unit faculty bring a variety of experience as highly qualified educators from local school systems, both public and private, and in other arenas that qualify them for their assignments. In fact, the faculty’s role in preparing candidates is enriched by the professional liaisons that they have developed throughout their careers in school systems and other professional capacities. For example, one faculty member in the K-3 program was a well known athlete in Puerto Rico before entering the field of education, and has acquired extensive experience in the use of assistive technology and adapted physical education. Similarly, another K-3 faculty member holds six certifications for teaching in such varied areas as English, assistive technology, and special education. Faculty members have particular artistic talents, such as the successful professional in the local music scene who plays the viola and violin in a philharmonic orchestra and who teaches required courses in music. English-elementary and secondary levels program faculty are skilled in diction and pronunciation in English. Other faculty members have numerous years of recent experience teaching in the public school system in both in mainstream and educational support service capacities that ensures an understanding of the challenges that candidates face. The unit values the experiences, knowledge, and expertise that these faculty have acquired and recognizes the importance of these qualities in effective modeling of best practices as stated in candidate proficiencies in the unit’s conceptual framework.

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 of school cooperating teachers hold certification in the areas that they teach as required by law. The PRDE requires that cooperating teachers are certified to supervise candidates in clinical practice. Policies that govern the process of certifying cooperating teachers are contained in the document “Bylaws for the Organization and Functioning of the Practice Teaching Centers” (2000), as well as Policy Letter Number 10-2004-2005, “Norms Which Govern the Organization and Implementation of Practice Teaching Centers”. Cooperating teachers are required to complete a 45-hour certification course. Compliance with this
requirement is reviewed by school officials, as well as unit practice supervisors. The unit ensures that cooperating teachers hold current licenses by checking that licenses have not expired.

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

The unit clinical faculty has a variety of contemporary professional experience that enriches their supervisory capacities and provides a model for candidates to emulate. Among clinical supervisors are a professor with 11 years of experience in the public schools, who was recognized as Teacher of the Year; two clinical and pre-clinical faculty were previously coordinators of the UPRH Demonstrative Preschool Center, a facility which includes a PRDE kindergarten and a pre-kindergarten class for children with speech and language disorders. Similarly, another clinical faculty has extensive current consulting experience in private school administration and has spearheaded a variety of professional improvement activities for public and private school teachers that draw on federal funding to maintain educators’ role at the forefront of education.

The unit clinical faculty provides support for candidates, faculty, and the community at large through federally funded grant proposals in the areas of teacher education that strengthen current ties to clinical settings. An K-3 clinical supervisor developed the Math and Science Alliance Program (a partnership between the UPRH and PRDE), which receives annual federal funding and supports public school teachers in conjunction with unit faculty through workshops and academic activities. Similarly, unit faculty members are currently participated in AlACiMa (Spanish acronym for Science and Mathematics Learning Alliance program, NSF funded), and the Alianza para la Enseñanza de Ciencias y Matemáticas (Alliance for Science and Mathematics Teaching, in English) proposals that afford opportunities for clinical faculty members to work with teachers and teacher education in the school districts where candidates are placed in clinical practice.

5a.5. **(Optional upload for online IR) 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.]**

Exhibit 5a.5-Table 11 Faculty Preparation Chart for NCATE Education Program
Exhibit 5a.5.1-Table 11 Faculty Preparation Chart NCATE English Program
Exhibit 5a.5.2-Clinical Supervisors Education Program
Exhibit 5a.5.3-Clinical Supervisors English Program
Exhibit 5a.5.4-Faculty Research

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 development in the fields?**
Unit professional education faculty models the key knowledge, skills, content and dispositions of the constructivist teacher education model of the unit’s conceptual framework in their courses and in curricular course design. Course syllabi set a template within which faculty incorporate their current experiences in research and scholarship to ensure that candidates receive current information of on-going change and development in the field of education. Professional education faculty promote effective and reflective teaching in candidates by helping them construct and assess the learning experiences that are conducive to inquiry and self-exploration through diverse methodologies, field experiences, assessment and research, and the meaningful and deliberate utilization of technology to enhance their learning and their facilitation of learning for their own students. Course syllabi provide for a consistency of experience from year to year by framing key concepts, knowledge and skills that candidates are required to attain.

Unit professional education faculty aims to effectively contribute to the ethical, cultural and intellectual development of Puerto Rico through teaching that is student-centered and based on results. Candidate evaluations and formative evaluation allow faculty to assess their performance and as a result of the assessment, further correlate their performance with the key principles of the conceptual framework. In their instruction and in the workshops and organization of active participatory activities that they promote, the professional education faculty enables autonomy through practice and modeling of creativity, diversity, and leadership, and the critical pedagogy that is needed to inform social transformation. In addition, the unit faculty supervises candidate’s extracurricular and clinical experiences in the UPRH Daycare Center, which houses a PRDE Kindergarten, the Demonstrative Preschool Center, and the UPRH Summer Camp.

The professional education faculty’s initiative to seek and hold licenses in Puerto Rico also denotes a commitment to life-long learning, another tenet of the conceptual framework model. Professional education faculty is licensed in the field that they teach, in keeping with licensing requirements in Puerto Rico that require updated and education-based academic preparation and experience.

5b.2. How does the Unit faculty encourage the development of reflection, critical thinking, problem-solving, and professional dispositions?

Unit faculty encourages the development of reflection, critical thinking, problem-solving and professional dispositions through both programmatic and curricular processes. Candidates are introduced to unit and program goals in orientation sessions held in the summer before freshman year. Subsequently, the curriculum requires candidates to practice reflection and problem-solving when making choices regarding their professional future in the selection of general and guided electives. In other experiences outside of a formal teaching-learning situation, unit faculty plan, implement and supervise extracurricular activities that further enrich candidate’s professional dispositions. The annual Education Week, English Week, and active student organizations provide enriching educational experiences. The opportunity for candidates to acquire new knowledge and practice key competencies of the conceptual framework arise from conferences, displays, newsletters, leadership opportunities, and dynamic interaction with peers of a shared vocation.
The curriculum in K-3 and English-elementary and secondary level programs are designed to provide candidates with timely exposure to field experiences that introduce them to the practicalities of the teaching career. A pre-clinical course, EDPE 3045 (Participant Observation), is the first opportunity for candidates to obtain field experiences in clinical settings to complete assignments which immerse them in elements of diversity, creativity, leadership, and social transformation. In classroom experiences, assignments and instructional strategies outlined in the course syllabi promote higher level thinking skills such as critical thinking, problem-solving and professional dispositions. Candidates are provided exposure to intellectual challenges representative of those they will face as practicing teachers. Assignments that evaluate candidates’ learning are designed to motivate candidates to develop professional dispositions.

5b.3. What type of instructional strategies and assessment do unit faculty model?

Unit faculty model a variety of instructional strategies and assessment that promote the construction of knowledge, critical thinking, and reflection in the courses they teach. The faculty models a constructivist philosophy that is the basis of the unit’s conceptual framework wherein faculty values candidate’s experiences as critical elements towards successful learning.

The Student Evaluation of Professors form contains various elements which examine teaching strategies. Candidates indicate if faculty uses examples and illustrations to clarify the material, and if technology is used to complement oral instruction. An analysis of faculty evaluations verify that faculty utilize a variety of instructional strategies. In a 2008 survey, faculty report using the following variety of teaching-learning techniques in their classes: active learning, collaborative learning, cooperative learning, demonstrations, simulations, indirect instruction, group discussion, reflective discussion, guided discussion, debates, playing devil’s advocate, field observations, analysis and critique of films, literature analysis of professional articles, documentaries, independent research, case studies and others; games, interdisciplinary teaching, workshops, and manipulatives. Faculty use instructional strategies that focus on deliberation, experimentation, field trips, learning communities, action research, panels, and roundtable discussions.

To promote the development of reflection as a professional disposition, over 50 percent of the faculty report that they utilize assessment techniques that include observation, reflective essays, reflexive journals, rubrics, questionnaires, oral reports, conceptual maps, portfolios, list of most important ideas, and pre and post tests. Faculty report using assessment strategies that include focused lists, KWL (Know, Want to Know, and Learned), analytic memo, one-minute paper, objectives match, muddiest point, least interesting point, paraphrasing, learning logs, and drawing, among others.

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

The TEU faculty ensures that technology is incorporated into instruction. Faculty reports using a multitude of technologies including CD, DVD, audio and video, Internet-based communicative and cooperative methodologies such as blogs, wiki’s, e-mail, laptops, digital cameras, digital projectors, and platforms like Blackboard and Moodle, and a variety of software programs. The faculty’s use of technology supports a dual purpose, that of providing the means for all
candidates to learn according to their preferred learning style and modeling effective teaching strategies that enrich communication in the context of diverse learners. Faculty’s use of technology is based on the belief that technology empowers students by facilitating the construction of knowledge, critical thinking, and problem solving. In this paradigm, using technology to complement learning, faculty engage candidates in authentic communication with other faculty, peers, students, and other stakeholders of the teaching and learning continuum. As stated in course syllabi, assignments in key courses require an integration of technology with content for preparing work through computer software such as PowerPoint presentations and electronic versions, such as the TWS and portfolio in the practice teaching course. Additional teaching strategies and methodologies include accessing databases and information sources to conduct primary research to inform best practices and facilitate understanding of the multifaceted world of pedagogy; preparing assignments and research using word processing and other formatting devices; designing spreadsheets to analyze and interpret data that evidence the learning process; and conducting simulations that help candidates become familiarized with the teaching and learning environment of which they will become a part.

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

Unit faculty systematically engages in self-assessment of their own teaching in a variety of ways. Faculty members seek out opportunities to reflect upon their teaching by implementing self-assessment measures and strategies which they have shared with faculty outside the unit through participation in the Institutional Assessment Committee. Institutional assessment involvement allows faculty to exhibit best practices by publically sharing their work to model the effect and impact of assessment on teaching and learning.

Program assessment committees promote initiatives to share successful assessment techniques aimed at improving assessment of teaching performance with faculty members that reflect candidates’ comprehension and perception of teaching effectiveness. These include demonstrations, show and tell, and scheduled conferences. Assessment strategies used in the classroom such as the one minute paper, muddiest point, and least interesting point provide opportunities for self-assessment by providing immediate feedback to aid in enhancing the teaching-learning process.

Faculty use candidate evaluations as a means to gain insight into their own strengths and areas for improvement. Candidates express their appreciation of faculty methodology in the service of learning. The unit is in the process of creating standardized assessment measures to be used across the board that will provide faculty formative information on the efficacy of their performance in relation to the key proficiencies as perceived by candidates. Results of measures will serve as a useful tool to direct faculty towards areas of professional development.

5b.6. Optional Upload

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected as part of the Institution’s mission?
The model of scholarship that E. L. Boyer describes in *Scholarship reconsidered: Priorities of the professoriate* (1997) serves as a useful tool for interpreting faculty’s performance. This model is consistent with the UPRH professorial evaluation system. The categories of scholarship that Boyer describes: Discovery, Integration, Application and Teaching, mirror unit priorities for faculty. Within this context, scholarly work recognized by the unit include performing research, seeking out and receiving funds for research, publications in various forums (including refereed journals), and supervising candidate research; academic study, including pursuit of academic degrees and post-degree study, as well as conferences and workshops; membership in professional organizations; serving as a professional resource in conferences to peers and public at-large; presentation of expositions, participation in forums, concerts and other creative activities; and professional recognition such as membership in advisory boards and committees.

The institution’s expectations for faculty’s professional performance are clearly stated, widely distributed and supported by personnel. Both formative and summative assessment instruments exist and are utilized at the program level (formative) and institutional level (summative).

As a state-sponsored teaching institution, the university’s mission elaborates the faculty’s role in academia and scholarship. To quote from the UPR-H mission: *To contribute to the ethical, cultural and intellectual development of Puerto Rico in general and the Eastern region in particular through teaching, aesthetic creation, scientific and humanistic research, as well as the dissemination of knowledge; To research the principle social, cultural, scientific and environmental problems that affect our society. To affirm the standards of ecological balance, inclusion and diversity as principles of all change in a democratic community that aspires to be just.*

5c.2. In what types of scholarship activities are faculty engaged? How is their scholarship related to teaching and learning? What percentage of the unit’s faculty is engaged in scholarship?

Faculty is actively involved in scholarship as part of their commitment to professional improvement and the philosophy of the conceptual framework. A total of 33 professors teach in the Unit, of which 25 are tenured or tenure track (76 %) and 14 are full professors (42 %). Twenty-eight out of 33 professors are engaged in scholarship (85%).

There are several categories of scholarship that provide faculty tools and experience to model their expertise to candidates. The first category includes formal studies and pursuit of professional improvement in areas identified by the unit and institution. Both class work and the research involved in doctoral studies provide opportunities for systematic inquiry in areas related to teaching, learning and the education of teacher candidates, as well as peer and professional review and evaluation. Through this pursuit, faculty discovers and creates new knowledge that informs their practice and guarantees the unit as a dynamic entity. Faculty submits original research efforts to peer review within the process of preparation of research studies and doctoral theses. Of the faculty, 21 out of 33 faculty members, (64%) hold terminal degrees. Furthermore, of the 12 professors that hold master’s degrees, 100 percent are pursuing doctoral degree programs.
In a second category, unit faculty integrates research and knowledge gained from formal academic preparation and professional improvement in a manner that informs professional practices. The primary opportunity faculty has for implementing and applying research findings from doctoral level coursework or independent research in new settings is in working with teacher candidates in their professional practice assignments and/or in courses that require field experiences. Faculty attends local and international seminars and hold conferences and workshops on-campus for candidates unit faculty members. Unit faculty excels in participation in interdisciplinary endeavors that develop groundbreaking initiatives. For example, one professor has completed a post-doc certificate as an intervention specialist for developmental deficiencies and has completed the coursework for a second post-doc certificate as an educational therapist and educational therapy evaluator.

Faculty excels in transmitting the social ramifications of the application of their knowledge and expertise acquired over the breadth of their careers. Faculty participates in a variety of endeavors as members of interdisciplinary teams that have social transformational impact. Faculty participates in yearly outreach alliances and multidisciplinary clinics where professionals from the departments of Physical Therapy, Nursing and Education coordinate with the UPR medical science campus graduate degree students of speech pathology and audiology. In addition faculty have published in the institution’s professional journal Exegesis and the local TESOL chapter.

5c3. Optional Upload

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected as part of the Institution's and the Unit’s Mission?

Unit faculty members are expected to participate in service areas that are aligned with the institution’s and unit’s mission. Faculty contributes to their communities through service to both the institution and to external arenas such as schools and community-based organizations. Being a state-sponsored institution, UPRH has historically been strongly committed to its service to the community.

Faculty participates in institutional service that includes activities such as program level committee work, institutional level committees and boards, and administrative tasks such as program coordination. These tasks are clearly stipulated in the faculty evaluation system document that is widely circulated and supported by the institution’s faculty and administration.

Faculty are expected to participate in service offered to the community based on the humanitarian values of citizenship and commitment to Puerto Rican culture, corresponding to the institutional values held by unit faculty members. This ethical commitment has been supported by a systematic recognition of service activities since the current faculty evaluation system was certified in 1986. As is validated by the institutional system-wide document Ten for the Decade, a planning document prepared by UPR central administration, Goal 6 states: “The UPR will
establish and maintain effective links with the communities around them and with the Puerto Rican community in the United States and other countries...it will incorporate community-related subjects and social-interest research into its curricula, provide assistance in the formulation of public policy, and become active in service to these communities...”.

5d.2. In what types of service activities are faculty 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 (through professional associations). What percentage of the faculty is actively involved in these various types of service activities? (Can use a table with service activities and #’s of professors involved)

Unit faculty participate actively in initiatives of community impact in diverse settings, such as hospitals and schools, as well as organizations and projects within and outside of the Institution. For example, UPRH is the site for a Preschool Demonstration Center for children of university employees, students, and members of the community; a Puerto Rico Education Department kindergarten is also housed on the campus. TEU faculty and TCs have contributed through academic release time to offer Music and Physical Education classes, among others, to special education students as well as mainstream groups.

In a community project of great impact, a TEU faculty has administered the University’s Summer Camp, a successful project that celebrated its 25th year in 2008. This camp impacts 325 children of the external community and nearby region, including children of college employees between the ages of 4 to 14 years old. The camp is a traditional yet ambitious project that exposes children to physical education type activities as well as computer skills and art, drama and other creative activities.

Other initiatives include candidates in EDES 4006: The Exceptional Child, visiting the Dr. Domínguez Hospital, where they read stories and take gifts and toys to child patients; faculty and students of the course EDES 3205: Assistive Technology in Special Education donate equipment constructed by TCs to the San Gabriel School (a special education facility); efforts by faculty to provide students from service area schools access to specially created Big Books and the Electronic Storytelling Project every year.

Physical Education and Music faculty collaborate with the UPRH Social Work Department in the Health Fair that is offered annually in the Patagonia community in Humacao. Professors direct a game area for children and distribute informative material about the benefit of exercise for health. TEU physical education faculty has offered conferences on personal defense at Palmas Academy in Humacao, and for the Prevention of Violence Against Women Program.

English faculty is always eager to support local schools’ activities; for example during the annual English Week, celebrated island-wide, by offering conferences and workshops to teachers and students; participation in service to student competitions such as the district-wide competition of the Scripps-Howard National Spelling Bee.

In the last two years, candidates facilitated by a TEU faculty, have delivered original Big Books to schools in need in the University’s service area, modeling the best practices they have learned to promote literacy and the love for reading. Through the Electronic Story-telling project, a TEU
faculty requested, competed for, and obtained the time and money to digitalize stories created by English program candidates in order to make them available to local schoolchildren.

Other service activities can be observed in the two tables uploaded as part of Standard 5 data (Faculty Qualification Summary Tables).

5d.3. Optional Upload

5e. Unit Evaluation of Professional Education Faculty Performance

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

Faculty is evaluated by comprehensive systematic measures approved by the UPRH Academic Senate and UPRH Administrative Board. A calendar of specific dates for every standard evaluation element of the institution’s evaluation system is approved every year by the Administrative Board and is widely distributed. Professorial evaluation at the program level utilizes seven forms which include self-reporting of academic and professional activities, evaluation on compliance of responsibilities inherent to academia, classroom visit lesson plan, peer classroom visit summary, and candidate evaluation of faculty. These measures include instruments administered by peers (program director and Personnel Committee members), candidate evaluations, and self-administered documents that allow faculty to illustrate their academic preparation and prior professional experience. Faculty evaluations are administered to non-tenured faculty and tenured faculty who are under consideration for promotion.

The institution’s summative assessment is used for consideration for promotion by the Institutional Personnel Committee, composed of representatives from all academic departments. Intervals at which professors can apply for promotion to the subsequent rank are standardized and specific point values and limits are established for promotion from each rank to the next. Faculty is required to compile a professional portfolio that culminates in a summative assessment at each of three crucial points in their career (consideration for promotion to assistant professor, associate professor, and full professor). Faculty summative assessment is comprehensive and considers all aspects of faculty’s contributions to candidates, the institution and the society-at-large. Faculty assessment focuses on professional development, quality of teaching, institutional service, research and creativity, publications, professional activities, and professional recognition.

At the unit level, instruments are currently being created that will provide additional data towards maintaining the quality of the educational experience and that simultaneously reflect the unit’s conceptual framework. Instruments in development for faculty to self-assess their performance are expected to reveal information towards faculty development needs.

5e.2. How well do the faculty perform on the unit’s evaluations? (A table summarizing faculty performance could be included).
Unit faculty performs to a high degree of effectiveness based on results of the unit’s evaluation measures. During the last three academic years, a sample of candidate evaluation of faculty reveal faculty as effective educators. Candidates indicate that the faculty presents course content in an organized manner and demonstrates mastery over the material (70/77 answered positively, 90%). Candidates describe faculty as enthusiastic in their teaching (67/77, 87%); they present the concepts studied clearly (64/77, 83%), and utilize examples and illustrations to clarify key concepts. Candidates report that faculty’s use of technology complements their teaching. Faculty achieve the participation of the majority of the teacher candidates, and the large majority of candidates indicate that they would choose to take another class with the same faculty member.

Unit faculty is highly successful in the unit’s institutional evaluation, the primary purpose of which is consideration for promotion. The high number of senior faculty (full professors total more than all other ranks combined) and the faculty’s stability over time results in a decreasing number of faculty seeking promotion every year; thus relatively few faculty members have been evaluated through the institutional process in the last three years (8 of 33 faculty). This notwithstanding, over the course of time faculty consistently attain and surpass minimum required point values for promotion. One hundred percent of professors have passed institutional expectations for performance as demonstrated in their evaluations. Promotion statistics for the last 10 years are provided in 5e.4 to give a global overview of the faculty’s success on institutional evaluations.

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

Formative faculty evaluations are designed to be administered and reviewed by program directors and program Personnel Committees as part of the personnel process for guaranteeing adequate staffing and provision of the highest possible quality of services to candidates. The seven forms used offer a comprehensive review. Program planning committees are required to review faculty performance, qualifications, and the alignment of staff capabilities and performance to program needs, as part of institutional mandate (See Institutional Bylaws).

Program directors hold the responsibility as part of their functions to discuss these formative instruments with faculty after consideration with the program Personnel Committees. The candidate evaluation document offers information as to faculty compliance with quality standards in effectiveness of teaching performance. These evaluations are reviewed by the dean for Academic Affairs in the case of faculty facing promotion from adjunct or tenure-track positions to full-time or tenured positions.

The faculty personnel evaluation procedure (1986-present) is a long-standing system containing finite evaluation categories and criteria where faculty can self-monitor their accomplishments in light of institutional expectations and focus on areas where they need to enhance their performance and accomplishments to fulfill institutional priorities for faculty performance in the areas of teaching, scholarship and service.

5e.4. Optional Upload
Exhibit 5e.4-Faculty Performance on Evaluation
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?

The unit ensures that professional development is related to needs identified in unit evaluation of faculty. Faculty professional development is aligned with unit and institutional needs and available institutional professional resources and opportunities as determined by the Institutional Assessment Committee and the Office of the Dean for Academic Affairs. Faculty promotes their particular needs and interests in the pursuit of professional development that will allow them to progress on institutional processes for tenure positions or for promotion as well as self-identified areas for improvement. Information on faculty’s academic preparation and professional development activities is gathered on evaluation forms administered at the program level. Faculty indicates their interests in professional development on an institutional online survey designed for this purpose.

The unit systematically ensures that faculty receive professional development in areas that are directly relate to the meeting the needs of candidates. The unit offers workshops, seminars, and advanced training in areas such as how to write reflections, test construction, and research methodology that are aligned with candidate proficiencies and dispositions stated in the conceptual framework.

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?

The unit, through the Office of the Dean of Academic Affairs promotes continuous participation of the faculty in activities aimed at professional development in areas related to the teaching-learning process such as assessment, diversity, technology, emerging practices, and other aspects contained in the unit’s conceptual framework. At the institutional level, the Faculty Development Plan serves as the foundation for the professional development work sessions held at UPRH since 2006-2007 academic year. The attendance of unit faculty has maintained relatively consistent, with an attendance rate above 85 percent. Recent topics have included Technology and Learning: From Theory to Practice; the ADA Law and Reasonable Accommodations in the Classroom; Community Health in Light of the AH1N1 Influenza; A Research Perspective in Technology in Learning; Design of Questionnaires; Action Research; Hybrid Courses; Learning Assessment; Effective Use of the Interactive Blackboard and the Oracle System, and a Virtual Library.

As part of the NCATE accreditation process, the unit has held various retreats that have allowed the faculty of both programs to explore the shared process in-depth, as well as develop and reflect on the unit’s conceptual framework and key assessments that serve as the basis for the unit’s assessment system.

The unit provides professional develop in technology to encourage faculty to utilize C_DATA, a center which provides support and guidance in the design, development and production of
teaching materials, on-line and hybrid courses, electronic tutorial modules and other educational modes adapted to the needs of the contemporary candidate. The unit encourages faculty to attend institutional workshops on access to the campus’s Moodle platform and on how to design and participate on blogs.

The unit offers yearly activities such as Education Week and the Shakespeare Festival, and a variety of conferences arranged through program committees such as Assessment and TechLearning. The unit facilitates the attendance to professional development activities that promote strategies designed at improving the teaching-learning process.

5f.3. How often does faculty participate in professional development activities both on and off campus?

Faculty continuously participate in activities on and off campus, both in Puerto Rico and abroad, and the institution offers faculty a variety of activities among which they may choose. The faculty actively participates in professional development, as evidenced by the evaluation process that leads to promotion in which faculty excels. Along with the annual faculty development work sessions that take place at the beginning of every academic year sponsored by the Office of the Dean for Academic Affairs Office, the unit encourages faculty professional development through recognition provided to faculty in public forums, especially at the program level. Faculty’s curriculum vita demonstrate that faculty maintains ties with the universities from which they received graduate degrees and pursue professional development at their alma maters.

Faculty pursues professional development in the continental United States on a regular basis. Three faculty members have attended seminars and workshops in the areas of diversity and special education at the University of Illinois in Chicago, and a total of 12 professors (37%) have formal graduate level education at universities on the mainland, while the remainder of the faculty has studied at one of the five major graduate degree-awarding universities in Puerto Rico.

5f.4. Optional Upload

Optional Upload

1, What does your Unit do particularly well related to Standard 5?

The high quality teaching performance in the TEU that results from faculty’s strong performance of scholarship in academia is particularly noteworthy. The UPRH Teachers Unit faculty is a mature, highly qualified, accomplished, and diverse group of professionals, strongly committed to excellence in scholarship and service. They exhibit a broad academic, professional and personal diversity of experience that contributes to the success of the Program. The large majority holds terminal degrees (21 out of 33 faculty members, 64 %) and has extensive experience in both their particular field of practice and in other areas, such as those teachers that hold certification as Math and Science teachers, and those holding ESL certification and experience. Furthermore, of the 12 professors that hold Masters degrees, all 12 of them, a full 100 percent, are currently pursuing doctoral degree studies. Faculty academic degrees come
from an impressive range of institutions both locally and on the mainland from such prestigious institutions as the University of Puerto Rico, InterAmerican University, Penn State University, Teachers College at Columbia University and City College of New York, New York University, University of Southern California, Arizona State University, and University of Indiana at Bloomington. Professors have also lived and taught in numerous states across the nation and have extensive travel experience internationally.

In addition to teaching and clinical responsibilities, the faculty is involved in numerous administrative and supervisory capacities which facilitate TC’s extracurricular field experiences, such as at the UPRH’s Daycare Center, UPRH Demonstrative Preschool Center, which houses a Puerto Rico Education Department Kindergarten, and the UPRH Summer Camp, which offers service to the university and external local community. The specific characteristics of the faculty are highlighted below in Table 5a.5.

The impressive 100 percent rate total of faculty either currently holding terminal degrees or engaged in pursuing terminal degrees translates into excellent results at the candidate level. Candidates hold favorable impressions of the faculty they use faculty evaluations to express their opinions. Selected student comments on student evaluations include: “She offers the class using a modern and dynamic methodology”; “She is an excellent professor. She is always willing to help, no matter how many times she has to repeat [herself]”; “She has taught us the importance of being a good teacher and emphasizes the skills that we should have to excel in our profession”; “She is a very happy professor; her commitment to the student body is noticeable. She likes to bring new things that teachers should learn”; “Excellent professor; with her I learn, in addition to theory, how I should present myself in the classroom [to the students]”; “A model to follow in our academic preparation and general knowledge of how to be a teacher”; and, the ultimate compliment, “When I become a teacher I want to be like him”.


Standard 6. Unit Governance and Resources

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 UPRH operational structure facilitates the effectiveness of all programs. The chancellor is the academic and administrative authority at the institutional level. The Dean for Academic Affairs is the person directly responsible for overseeing the planning, delivery and operation of all academic programs at UPRH. The Dean is also the head of the Teacher Education Unit and in collaboration with the program directors develops and implements the work plans of the Unit. The Unit is comprised of two programs, K-3 education and English elementary and secondary Education, that are contained in separate departments and which have come together as a result of the accreditation process.

Each department director responds directly to the Dean for Academic Affairs. For the purpose of NCATE accreditation in particular, the directors, in turn, have an NCATE accreditation coordinator, one for each program and a unit NCATE accreditation coordinator, who is responsible for the coordination of NCATE accreditation processes for the two programs as a unit. Together, the Dean for Academic Affairs, the two program directors, the two program NCATE accreditation coordinators (NAEYC and TESOL) and the Unit NCATE coordinator comprise the NCATE accreditation team for the Unit.

The TEU, under the supervision of the Dean of Academic Affairs and the program directors, is responsible for offering coherent elementary and secondary education programs, aligned with state, professional, and institutional standards, to prepare qualified K-12 professional education leaders for the 21st century. This is a shared responsibility between the Dean of Academic Affairs, the unit director, and the entire teacher education faculty.

The Dean for Academic Affairs, in coordination with the program directors, obtains data related to the Unit from the University Development Office. On the basis of the results of the analysis of the data, the program directors design action plans to ensure the efficacy of the programs in the preparation of the teacher candidates. The Institutional Assessment Office, under the purview of the Dean for Academic Affairs, provides the necessary support for the unit through the coordination of workshops, seminars, and direct consultation. The Institutional Assessment Office aids in the preparation and revision of assessment instruments and in the analysis of data. The chairs of the Unit Assessment Committees are members of the Institutional Assessment Committee under the supervision of the Institutional Assessment Office.

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

The admissions process at the UPRH begins at the system level at the university’s Central Office based on a non-discriminatory policy that appears on all syllabi and other UPR official documentation. Admissions and recruitment, along with promoting the university’s programs
and academic offering are handled at the system level. The major responsibility for descriptions in official publications and catalogues is overseen by the Central Office at the system level. Individual catalogues and any other publications used for advertising are checked for clarity and consistency before they are published.

At UPRH, the Office of the Dean for Academic Affairs collaborates with the unit on checking for consistency in the UPRH catalog.

In the K-3 and English-elementary and secondary levels that comprise the unit, admissions efforts begin with the UPR system call for the establishment of a General Application Index (IGS in its Spanish acronym), and a number that serves as a cap for enrollment in programs in the system. The IGS for the unit is 280.

Once candidates are screened through the IGS, official preliminary lists are delivered to each program through the UPRH Admissions Office. The Admissions Office director meets with the director of each program to review these lists to ensure maximum enrollment with the best candidates for the program.

Once admitted, candidates are provided with an orientation both at the institutional and program level coordinated by the Admissions Office, in which program advisors, coordinators, faculty members, and student representatives introduce the services they render, as well as the unit’s conceptual framework and individual programs.

The entry level teacher candidates are required to undergo an interview process in which the Unit identifies the predisposition of these candidates toward diversity, creativity, leadership, and social transformation that are aligned with NCATE standards.

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

The unit ensures that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current by following systematic procedures. Academic calendars are distributed to the unit’s entry level candidates during orientation and are made available on the UPRH webpage, usually two years prior to the current academic year. In order to comply with this systematic activity, catalogs and publications are updated on a three to four year cycle in a collaborative effort between the unit programs and the Office of the Dean for Academic Affairs. Unit grading policies are required to follow the guidelines set forth in the Academic Norms document approved by the UPR Board of Trustees. Unit advertising and publications are overseen by the Central Office of the UPR system to ensure accuracy and consistency. On campus advertising and publications are required to be approved by the Office of the Dean for Academic Affairs and the Office of Dean for Student Affairs.

According to UPR Board of Trustees Certification 130, which regulates the content of the syllabi used in the UPR system, the grading policies are explicit on each course syllabus in parts XI: Evaluation Strategies and XII: Grading System. Department Curriculum Committees, which are standing committees, ensure that grading systems and policies are included.
Information about the academic programs, the academic calendar, the catalogue, and other relevant information such as admissions requirements, grading policies and curricular offerings appear on the UPRH webpage. Both the K-3 and English-elementary and secondary level programs provide relevant information on their webpages. These webpages are constantly updated to allow candidates to have access to current and accurate information. Teacher Candidates also receive information through memorandums, flyers, brochures, guides, manuals, bulletin boards and e-mail.

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

The unit ensures that candidates have access to student services such as advising and counseling in a systematic process. Each unit program has academic advisors who recommend scheduling, track progress through periodical assessments, conduct interviews, and ultimately evaluate the candidates’ record for graduation to ensure compliance. Sessions with academic advisors are conducted by appointment. The K-3 program, to ensure access of academic counseling to all candidates, has two academic advisors, one for first and second year candidates and another for third and fourth year candidates. The English-elementary and secondary level program has one academic advisor. Academic counseling sessions are offered systematically on predetermined dates during each semester. Candidates may schedule a counseling session personally with their assigned academic advisor. The academic advising session allows candidates to review their academic file, program their academic load per semester while considering their individual needs. The unit program directors are also available to guide candidates and to clarify doubts candidates may have during the process of planning their academic course load.

Candidates have access to professional counseling services through the Interdisciplinary Department for Students’ Integral Development (DIDIE, Spanish acronym) which integrates counseling and guidance and psychological services and social work. The office of Services for Students with Disabilities (SERPI, Spanish acronym) provides orientation and academic personal and vocational counseling, orientation, tutoring, referrals to Vocational Rehabilitation Administration, readers for the blind, interpreters for the hearing impaired, and note takers among other services. Faculty members are encouraged, through letters and brochures from these offices, to make referrals directly or through the program directors and academic advisors. Candidates can also access these services independently.

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

Unit faculty systematically participates in program design, implementation, and evaluation through course and program revision process mandated by the Puerto Rico Council for Higher Education (CES, Spanish acronym). To comply with mandates, the unit convenes revision committees to analyze data and initiate discussion for decision making that elicits participation from other program and unit committees. The decisions that are made are the foundation for revision, implementation, and evaluation of the unit’s assessment processes.
Faculty is encouraged to participate in the Institutional Assessment Committee, composed of representatives from UPRH academic areas. This committee provides the guidance needed to strengthen the unit’s academic programs in a manner that is systematic.

UPRH departments that offer general education courses provide support for the academic development of candidates. The Mathematics Department and the Communications Department have prepared courses designed specifically for candidates. The departments of Humanities, Social Science, Science, and Spanish collaborate with course scheduling that meet the curriculum sequencing of the unit and offer courses that have been identified as strengthening candidates’ content knowledge.

Other members of the professional community such as school principals and cooperating teachers contribute to the implementation and evaluation of the programs. Principals aid practice supervisors in the placement of the TCs and in the selection of the cooperating teachers. In addition, through a series of periodic reports and evaluations, the cooperating teachers in collaboration with the practice supervisor contribute to the evaluation of the field and clinical experiences. Practice supervisors inform the Teacher Education Unit about matters concerning practice teaching through the design, delivery, and evaluation of TCs’ performance in the assessment instruments designed for this purpose.

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

The TEU is currently the only unit that is involved in the preparation of professional educators at UPRH. However, the opportunity to collaborate with colleagues from other teacher education units at other campuses has arisen through meetings and workshops convened by the UPR Office of the Vice-presidency for Academic Affairs at the central level.

6a.7. Optional Upload

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?

Budget allocations for the Teacher Education Unit are included in a Recurrent Budget Distribution Table which is approved by the Administrative Board annually and is divulged to the entire community via an electronic link to the Budget Office from the UPRH webpage. The TEU is represented in this institutional Administrative Board by a standing seat on the board which must be occupied by the director of the UPRH Education Department. This budget is allotted through the application of a formula at the UPR system level that manages the system’s budget which is derived from three basic sources; 9.6 percent of the national budget, UPR
students’ registration fees, and contributions. (Refer to Exhibit 6b1: Budgets-English Dept. and Education Dept.)

Programs preparing to meet accreditation standards access UPRH funds that are not necessarily a part of the department funds by petition to the chancellor’s office through the Office of the Dean for Academic Affairs. Other high quality work within the unit and its school partners that is beyond the budget, and is not recurrent, is also supported through petition to the Office of the Dean for Academic Affairs. This permits faculty teaching, scholarship, and service that extend beyond the Unit to P-12 education and other programs in the institution on the basis, primarily, of justifiability and availability of the funds in the institution.

The Unit’s budget compares favorably with the budgets of other units with clinical components on campus. The table indicates that the budget is distributed evenly across all such programs with the exception of Occupational Therapy. If additional funding is necessary, the unit can submit a petition to the Dean of Academic Affairs. (Refer to Exhibit 6b1: Comparison of UPRH Programs with Clinical Practices).

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 has affected the quality of the program offered?

Institutional support for both programs in the TEU is adequate in providing for basic needs within the two departments that comprise the Teacher Education Unit. Practice supervisors have access to the budget through specific allocations for each program that enable extension and mobility for the clinical practice which are informed on a monthly basis through the form titled, Liquidation and Expense Voucher (“Liquidación y comprobante de gastos de viaje”, in Spanish). This must be approved by both program directors and the Office of the Dean for Academic Affairs.

The UPR system, through policy, allots the equivalent of a one credit hour remuneration for clinical supervisors for each candidate registered in clinical practice. Additional budget funds are assigned by the Puerto Rico Department of Education to cover the stipends for collaborating school principals, cooperating teachers, and teacher candidates when completing their clinical practice.

Funds for professional development for unit faculty and candidates outside the campus area are channeled through the Office of the Dean for Academic Affairs. Licenses for study and financial aid for faculty to complete terminal degrees in specialized areas are petitioned through the program directors and personnel committee, and approved by the Administrative Board. Sabbaticals provide opportunities for research, for creative work, and for community service projects.

Special TEU events such as Education Week and the Shakespeare Festival receive financial support from the Office of Cultural Affairs.
Despite the budgetary constraints imposed by the state of the economy at the local level, the quality of the programs has not been affected negatively. Funding has been adequate in providing for the basic needs of the Unit without compromising the quality of the services that our TCs receive.

6b.3. Optional Upload

Exhibit 6b.3- Comparison of UPRH Programs with Clinical Practices

6c. Personnel

6c.1. What are the institutions’ and units’ 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).

UPRH, in its General Bylaws, establishes that the minimum teaching load for professors is 12 contact hour credits. The Administrative Board allows for a maximum of 18 credits as an exception which is determined by the department level as stated in Certification # 2005-2006-7. The unit ensures that assignments that exceed the regular workload are negotiated and agreed upon by each faculty member. Workloads of over 18 credits must be approved by the Dean for Academic Affairs.

Workload policies are stipulated in Article 64 Section 64.1 of the UPR General Bylaws (February 16, 2002), establishing complete dedication to university service for 37.5 hours per week. The bylaws specify that the duties of faculty members are to work for the effective development of departmental and faculty objectives, to attend meetings, to present and discuss matters related to the university, to participate in consultations and election processes, to keep-up-to-date in the discipline, to participate in professional development activities and evaluation processes, to participate in planning processes, and to comply with the mandate of teaching. Article 65 of the same official document establishes that these hours are subdivided into 12 contact hour credits as a full workload, six hours a week to be dedicated to the individual attention to students during hours most beneficial for student conferences, and fifteen hours a week for other tasks related to teaching which can include independent study, research, administrative duties, and preparation time, among others.

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

Clinical Practice at the unit does not generally exceed 12 credits for each full time faculty practice supervisor. Clinical practice supervisors are allotted scheduling that separates full mornings to ensure the coherence and integrity of the programs by enabling this faculty sufficient time to comply with the demands of clinical practice supervision and the time for transportation to and from the practice sites. Additional time for workloads is assigned in the afternoons.
The final work load of clinical practice supervisors depends on the total number of candidates enrolled in student teaching practice courses. To complete a full academic load, unit faculty with student teaching supervision in the K-3 program are assigned 3 credits hours for 1 to 4 candidates, 6 credits hours for 5 to 8 candidates and 9 credits hours for 9 to 12 candidates per semester. Clinical practice faculty in the English-elementary and secondary levels receive 1 credit contact hour per candidate per semester.

6c.3. To what extent do workload 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)?

Class size and workload at UPRH, through policy, allow for faculty to be engaged effectively in teaching scholarship, and service. Class size is established by each program in consultation with the entire faculty and registered through the form titled *Creation or Change of Course (Creación o cambio de curso)*, in Spanish. An additional work load must be approved by the program director, if up to 18 credit hours, and the Office of the Dean for Academic Affairs, for 18 or more credit hours. Workloads cannot exceed 21 credit hours. To this extent, the UPR system provides the appropriate workload faculty engagement.

Class size is determined by the unit programs and approved by the Office of the Dean for Academic Affairs. The unit determines class size by taking into consideration faculty responsibility in meeting course objectives. The nature of the course objectives is the indicator for establishing class size. The unit provides faculty with class sizes that are designed to enhance the teaching/learning experience of candidates.

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?

At present, no part time faculty member teaches any of the professional education or content courses. Nonetheless, part-time faculty at the TEU is screened through each program’s personnel committee and must adhere to the same rigorous demands established for the full time faculty that include field specific academic preparation and experience. The directors of each program and program course coordinators provide syllabi and texts and give part time faculty an initial orientation in terms of the expectations for the courses they teach. However, to ensure coherence of its programs, the unit needs to provide mentoring for part time faculty that focuses on an orientation of the knowledge, skills, and dispositions as stated in the conceptual framework.

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

At the program level, the TEU is adequately supported by two administrative assistants per department, academic advisors, and work-study students who provide administrative support. At the institutional level, the TEU relies on the services of guidance counselors, a student advocate, security personnel, on-site medical services, preliminary legal services, an employee assistance program, and services for the UPRH student population with disabilities (SERPI, Spanish
acronym). The unit is supported by library personnel, technological assistance, and other academic services that include mentoring and tutoring.

The number of support personnel is established by the administration. However, in the case where additional support should become necessary, either temporarily or permanently, the unit can submit a petition for further support personnel through the Office of the Dean for Academic Affairs.

The unit ensures that it has adequate number of support personnel by discussing the needs of the programs at institutional department meetings held monthly by the Office of the Dean for Academic Affairs. These meetings provide a forum for initiating petitions for additional support personnel based on meeting the academic needs of candidates and the curricular needs of the programs.

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

The financial support for professional development activities is enabled by the UPRH Strategic Development Plan and is channeled to the faculty through the Office of the Dean for Administrative Affairs who, in turn, depends on the Office of the Dean for Academic Affairs to justify and approve the expenditures.

The Office of the Dean for Academic Affairs sponsors an annual professional development convention and individual participation in various professional development activities both on and outside the island (e.g., College Board, TESOL Convention, Critical Thinking Development Project). Petitions for funding these individual activities are submitted directly through the Office of the Dean for Academic Affairs.

The UPR system sponsors professional development for all faculty members through the Faculty Resource Network initiative in alliance with New York University. Faculty are encouraged to compete for funding through the Institutional Research Funds (FoPI, Spanish acronym) that is sponsored by the Office of the Dean for Academic Affairs in the area of creativity and research. Faculty may also apply for sabbaticals that provide release time for doctoral and post doctoral studies and investigation.

6c.7. Optional Upload

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?

The two programs of the TEU are housed in the Letters (Letras) building. All classrooms in this building are adequate and are currently in the process of being fully equipped as smart classrooms with technology that will facilitate digital projection, multimedia, and Internet access.
Candidates and unit faculty also have access to a computer laboratory/classroom located in the Letters building.

Each unit faculty is assigned an office and technical office equipment is through the UPRH Physical Resources Office and the Computer Center.

Candidate learning is supported through its Center for Communication Competencies (CCC) and through the Center for Academic Support and Development. Candidates with special needs can find support in the Office of Services for Students with Disabilities (SERPI, Spanish acronym). Faculty members have access to the Center for Academic Technology Development (C_DATA, Spanish acronym). Both faculty and candidates have access to the wide range of services offered by the Águedo Mojica Marrero Library. As described in the UPRH catalogue, “Library services are computerized, and access to the online catalog is available from terminals in various areas of the library, as well as from other locations in the University. The terminals are connected to UPRENET, which has access to library indexes in the different UPR campuses and colleges as well as other resources included in the network. The library offers interlibrary loans, photocopying services, guidance on the use of resources and sponsors conferences and exhibitions.” Candidates and faculty have access from all computers on campus as well as through remote access to the library’s extensive online databases that house peer-reviewed journals in every field.

Candidate learning is supported through access to UPRH computer laboratories buildings on campus. Wireless communication is in the process of being provided campus wide. Information technology skills are systematically developed through an initiative spearheaded by the Office of the Dean for Academic Affairs which establishes an alliance between the library and institutional academic assessment.

The physical education facilities have recently been remodeled and are better equipped to facilitate the teaching of the sports and games related courses in the education curriculum.

6d.2. Optional Upload

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?

The unit allocates resources across all programs through the UPRH Strategic Development Plan (PED, Spanish acronym), which encompasses approximately an eight year period. Through this plan, initiatives are developed to address information technology resources, library resources, and electronic information resources.

The Strategic Development Plan facilitates and supports the instrumentation and logistics of the institutional assessment system. This system becomes operational through the Institutional Assessment Committee (CAI, Spanish acronym), which is composed of department chairs and representatives from departmental assessment committees. The unit participates actively in this
institutional committee. Furthermore, the unit aligns its assessment system to the institutional assessment system. In this way, the resources allotted institutionally for assessment purposes are also available at the unit level.

The programs assessment committees in conjunction with the Institutional Assessment Committee (CAI) evaluate the TEU assessment system and analyze the data and the efficacy of the assessment instruments in order to determine what resources are needed that will benefit the academic development of candidates to ensure that they meet the standards in their field of study. In spring 2010, the TEU Assessment Committee will also engage in this process.

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

The unit has access to the information technology resources provided to support faculty and candidates. The Strategic Development Plan enables the establishment, development and support of the infrastructure necessary to provide information technology resources. This has led the unit having access to smart classrooms, library data bases, and computer technologies that are supported by the institution’s budget. Candidates contribute to the UPRH technology budget through technology fees which are a part of semester registration fees.

Unit faculty incorporate the use of technology beginning with their adherence to UPRH institutional policy which requires course syllabi to list the technology utilized in the teaching-learning processes. Aligned with this mandate, the program Curriculum Committees ensure that course objectives, evaluation, and teaching resources, including technology, are a part of every syllabus. Concentrated efforts are implemented at an institutional level to promote access to and use of a broad range of teaching platforms and technological elements. Federally-funded programs such as the Communication Competencies Center (CCC), CADA, and C_DATA have been instrumental in facilitating faculty and candidate access to the newest technologies and their uses within the educational settings. The data collected from the attendance logs of these centers as well as from the Letters Building computer lab indicate that the majority of faculty and candidates who use information technology resources do so at the course and program levels.

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

The UPRH facilitated the development of the TEU assessment system by engaging the personnel/faculty in the design, coordination, and implementation of the unit assessment system. The NCATE Accreditation Committee is pivotal to the processes this procedure entails.

The TEU program directors and faculty have been the primary resource through intensive team work to develop the assessment instruments, rubrics and scoring guides that are the basis of the assessment system. The faculty is involved in an on-going process to gather and analyze the data derived from the assessments instruments and to spearhead any changes that is found to be necessary in the improvement of the system.
The program assessment committees complement the team work by evaluating the assessment instruments and making recommendations that aid in gathering the necessary data that serves as evidence of the performance of candidates and their students.

At the institutional level, the unit works closely with the director of the Institutional Assessment Office who serves as a technical consultant providing input in the development and improvement of the unit’s assessment system. The University Development Office provides analytical and statistical expertise that enables the unit to make decisions about how the unit assessment system collects, analyzes, and interprets data.

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

The library at UPRH offers a wide variety of resources and services that support the curricular demands of the unit’s academic programs and facilitate research. Its collection comprises 72,619 books and 5,152 magazines in microform, as well as subscriptions to 20 newspapers and online databases such as ProQuest and EbscoHost. These databases contain current journals that can be accessed by candidates and faculty.

Services at the library are computerized allowing easy online access from within the institution as well as from outside the campus through the library webpage. The library provides access to the catalogs of other libraries within the university system and facilitates interlibrary loans. The library webpage is user friendly and provides ample information as well as links to recent publications of general interest. The library personnel encourage unit faculty and candidates to use the digital reserve in order to facilitate easy access of curricular materials. The reference librarians are available to provide guidance and orientations for candidates so they learn to access all the services the library has to offer.

Curricular resources are facilitated for candidates in the UPRH library beginning with the inclusion of these resources in the reference lists of all syllabi. These syllabi are systematically reviewed by program curriculum committees. Program library committees are responsible for ensuring that hard copies of textbooks are placed in the library’s reference section for convenient access. The library committees also submit recommendations for the purchase of current bibliographical resources in specialized educational fields.

The unit ensures that library and curricular resources are sufficient and current by establishing on-going communication with the library support personnel. The unit has the responsibility of requesting that curricular resources are purchased and/or placed in the reserve section of the library in order to be accessed by faculty and candidates. The unit periodically meets with library personnel to ensure that curricular resources are being kept current. In the event that curricular resources are needed, the unit makes a petition directly to the Office of the Dean for Academic Affairs.

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?
The unit ensures the accessibility of resources to candidates through electronic means by following a systematic process. Upon admission to the respective program, candidates receive an e-mail account that is accessed through a user name and password. Candidates are assigned a student number that identifies them as eligible to access resources from any computer on campus. If the access sought by the candidates is remote, then the student identification card or program presented at the library will gain the candidate access to the username and password for access to the databases that are available from outside campus.

The library also provides digital reserve services where candidates can access written information selected by faculty specifically for the classes they teach at any given time, from any computer through the library’s webpage.

UPRH has eight computer laboratories situated in different buildings on campus. The Letters (Letras) Building where the teacher candidate programs are located, is equipped with a computer lab and a technician who offers the individual orientation necessary to enable TCs to access the resources they need.

The Teacher Education Unit does not have candidates in off campus, distance learning, and alternate route programs.

6e6. Optional Upload

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

The unit has the human, physical, and fiscal resources to meet the goals and objectives as set forth in the conceptual framework that ensures that candidates are given every opportunity to meet the skills, knowledge, and dispositions that are necessary in the areas of diversity, creativity, leadership, and social transformation. The unit has support personnel that ensure that the assessment system is implemented in a fair and consistent manner.