

UPR Aguadilla Self Study Addendum Report

Standard 2. Clinical Partnerships and Practice

Title: Self-Study Evidence

A. Evidence in need of verification or corroboration

(1) Ley 129-5-agosto-2016 (SSE 20)
LAW NO. 129 AUGUST 5, 2016

Law Regulating the Puerto Rico Department of Education’s Clinical Education Experience Program

Purpose: Create the “Law to Regulate the Puerto Rico Department of Education’s Clinical Education Experience Program”; repeal Law No. 79 as approved and amended August 23, 1989, known as the “Law to Regulate the Puerto Rico Department of Education’s Teaching Practice Program”; and for other purposes.

Motivation: The Clinical Education Experience is an essential part of the formation of Teachers, School Directors, and Professional Counselors in the school environment, since this provides them the opportunity to demonstrate the knowledge, skills, and attitudes developed during their formal university preparation years. During the Clinical Experience or Internship, the candidate assumes the responsibilities inherent in his or her future profession in all aspects, as well as meeting a regular certification requirement in the corresponding category. The candidate should demonstrate a vocation, commitment, responsibility, enthusiasm, and solidarity for improving students’ quality of life through effective pedagogical practice at all educational levels; preschool, elementary school, and high school to be precise. All terms (21) are provided so that reference to the law may be the same. Funding for two hundred and seventy five thousand dollars had been assigned for all costs incurred under the Clinical Experiences program.

(2) Closing Activity Invitation (SSE 21)

Description: As a component of Clinical Experiences in the School Setting, the Teacher Preparation Program from the Department of Education in UPR Aguadilla extends an invitation to the Closing Seminar: *The teacher in a leading role and the development of competencies*. Each semester the theme of the seminar is different. Students select it according to the needs identified during their clinical practice. The invitation includes date, time, venue, and an inspirational quote.

(3) Final Semester Seminar for all Stakeholder (SSE 22)

Description: This is the agenda and attendance list for a seminar offered on how to work with tables and graphs when preparing the Teacher Work Sample and the Community Service Report. This seminar is for the candidates completing clinical practice in the spring of 2016.

(4) Carta Circular 02-2012-2013 (SSE 23)

Memorandum 02-2012-2013

Description: A Public Policy memorandum on the rules that regulate the Teacher Practice Program as outlined by the Professional Development Teacher Institute (InDePM).

The Circular Letter 02-2012-2013 established the requirements and norms, as a guide to organize and implement the candidates' clinical experiences. This Memorandum was approved with the input of all PPE of universities in the island.

(5) Law #246 Institutional Mistreatment (SSE 25)

Description: This is the attendance list for a conference about Puerto Rico Law 246-2011: Child Safety, Well-being, and Protection Act. This conference was for the candidates completing clinical practice in the spring of 2016.

This conference is for the candidates completing clinical practice, and it is conducted each semester.

C. Questions for EPP concerning additional evidence, data, and/or interviews

(1) Review the following evidence to determine consistency or inconsistency with components of Standard 2. Documents written in Spanish should be written in English or a document created in English that encapsulates the information in the Spanish documents.

Title: Community Service Project (CSP)

A. Evidence in need of verification or corroboration

(1) Community Service Project

Evidence of Community Service Projects will be accessible during the site visit.

The purpose of the Community Service Project during clinical practice is not “to evidence that candidates demonstrate their effectiveness and positive impact on all students’ learning and development.” This project’s goal is to establish that the candidate can plan and implement a community service project that addresses the needs of the school community.

It should provide the candidates with opportunities for inquiry, for trying and testing new ideas within collaborative relationships, and for talking about teaching and learning. This project aims to impact the school community (students, parents, and teachers) inviting them to share, interact, and provide mutual support leading to personal and professional growth while fostering a participative and collaborative school culture (Claudio Tirado, 2003). Furthermore, this experience seeks to foster knowledge, skills, and dispositions consistent with the Teacher Preparation Program’s promotion of democracy and diversity. In this Project, the candidate begins by identifying the needs of the school community through observations and conversations with the school director, the cooperating teacher, the faculty, and the social worker. Then, he/she proceeds to analyze the problem and do a revision of literature in terms of how to deal with and solve the problem properly. After justifying the need for the project and obtaining the pertinent authorizations, the candidate proceeds to create an action plan, puts it into implements the plan and reflects on the processes involved.

B. Excerpt from SSR to be clarified or confirmed

(1)"Community Service Project ... are applied during clinical experiences to evidence that candidates demonstrate their effectiveness and positive impact on all students' learning and development."

C. Questions for EPP concerning additional evidence, data, and/or interviews

- (1) Interview CTs and candidates to discuss field experience outcomes and impact of CSP
- (2) See CSP samples

1. Preliminary recommendations for new stipulations including a rationale for each

| Stipulation | Rationale |
|---|--|
| EPP provided limited evidence for Standard 2, specifically as it pertains to technology-based collaborations. | There is no evidence of technology-based collaborations among the EPP, P-12 schools, and clinical educators to support partnerships and shared responsibility (Component 2.1) and assess the efficacy of clinical educators (Component 2.2). |

Preliminary recommendations for new stipulations including rationale for each – Limited evidence for standard II, specifically as it pertains to technology-based collaborations

- 1. In spite of a lack of technology resources at the majority of our clinical experience centers, our candidates go beyond their available resources to use technology for lesson planning and teaching. In many cases they provide their own equipment such as laptops and in focus if not available at the centers or schools. Candidates tutor and serve as mentors for cooperating teachers in the use of technology. However, there is no hard evidence beyond the listed workshops.
- 2. The candidates have addressed technology based collaborations as part of their community service projects whenever the needs assessment identified that as a top need. The following technology workshops organized for students, teachers, and parents are an example.

- a. “Apps for Education,” Epifanio Estrada School, March 16, 2016, Prof. Hiramys Santiago – candidate: Zuleyka Ruiz
 - b. “Multimedia Technology Workshop,” Francisco Mendoza High School, March 2, 2017, Prof. Hiramys Santiago – candidates: Aaron Vargas, Aracelys Vega, Charles Crawford
 - c. “PBL Workshop: WeVideo App” Homero Rivera Solá Elementary School, April 30, 2018, Prof. Hiramys Santiago – candidates: Natalie Acevedo and Lourdes Arocho
 - d. “The use of Phones for Educational Purposes” Esther Feliciano Mendoza Middle School, October 12, 2018, Prof. Hiramys Santiago – candidates: Ashlim Salas and Kevin Ramos
3. Another type of technology-based collaboration occurs when the community itself requests workshops and/or conferences such as these:
- a. “Power Point Presentations: Intermediate Level” La Montaña Public Housing Development Library, January 28, 2016, Prof. Hiramys Santiago – invited by alumni Emileyda Ramos
 - b. “Basic Internet Skills” / La Montaña Public Housing Development Library, February 11, 2016, Prof. Hiramys Santiago – invited by alumni Emileyda Ramos
 - c. “Digital Storytelling for Learning English” Presentation at PR STEM’s Up to the Challenge March 10, 2016, Prof. Hiramys Santiago – Symposium open to all public and private schools at all levels (audience: parents and students)
 - d. Reading Comprehension for Analyzing Text with a Focus of STEM” Presentation at PR STEM’s Up to the Challenge March 8, 2018, Prof. Hiramys Santiago and Dr. Melissa Garcia – Symposium open to all public and private schools at all levels (audience: teachers)
 - e. [TED^x UPRM](#) Talks: Teaching English without Teaching English, Prof. Robert Guzman, May 26, 2016. Available online: <https://youtu.be/8pZa6R3rmRQ> (audience: community at large)
 - f. TED^x UPR Talks: Are you sure about that? Think again. Prof. Robert Guzman, July 18, 2016. Available online: <https://youtu.be/3-1ho6y9lpc> (audience: community at large)
 - g. “Edmodo: LMS for Teachers” (**scheduled**) April 26, 2019, Luis Muñoz Rivera Elementary School, Prof. Hiramys Santiago – the training was requested by the school for the teachers and support staff
4. PPM candidates create an electronic portfolio that displays their learning process. It is a reflection-based learning portfolio that includes projects from all required courses as well as other learning activities they identify as worthy. The following page holds a selection of portfolios for you to browse through. Follow this url: <https://sites.google.com/a/upr.edu/uprag-tpp-portfolios/>.
5. We are working on implementing an Electronic Instructional Module starting in August 2019 designed to address the feedback received in the National Recognition Report for TESOL accreditation.