

UPR Aguadilla Self Study Addendum Report

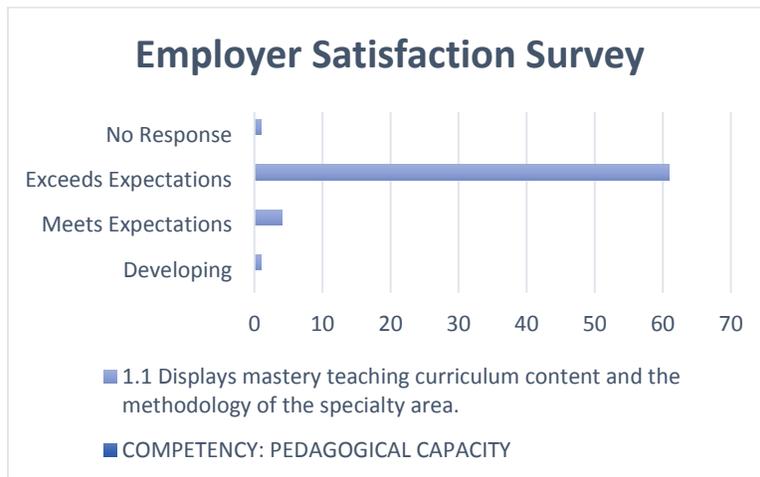
Standard 4. Program Impact

Title: 4.1. Impact on P-12 student learning and development.

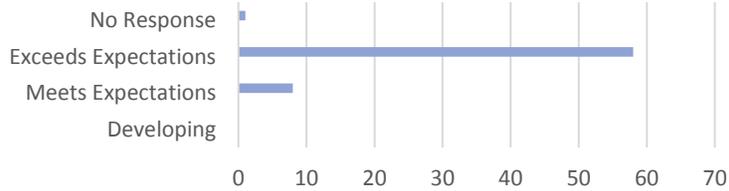
C. Questions for EPP concerning additional evidence, data, and/or interviews

(1) Do you have 2014-2015 and 2016-2017 data for impact on P-12 student learning?

Compilation of data for the academic years that are missing was not available and neither shared by the Department of Education of Puerto Rico or any of the schools where the employers satisfaction questionnaire were distributed. The EPP obtained information for impact on P-12 student learning from the answers that each employer or graduates' supervisors provided throughout the employers questionnaire. On Section 1, entitled, "Pedagogical Competencies" criteria was included related to the graduates 'capacity for planning effectively, teaching effectiveness to make all students learn, use of strategies to attend diverse population within the classroom, integration of technology tools to enhance the teaching and learning process, reflection upon the teaching process in order to make changes, among others. Employers were asked to assess the graduates' performance on such criteria to provide to the EPP some information on their professional knowledge and skills as teachers.



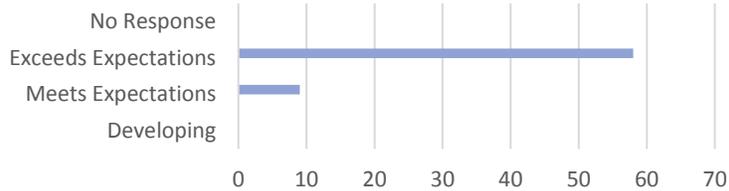
Employer Satisfaction Survey



■ 1.4 Effectively develops the process of teaching and learning; students demonstrate proficiency in the content and ability to apply the related skills.

■ COMPETENCY: PEDAGOGICAL CAPACITY

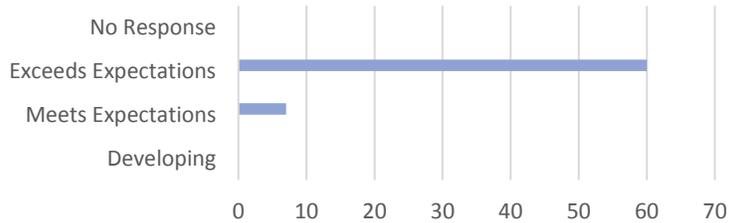
Employer Satisfaction Survey



■ 1.6 Identifies a variety of strategies, teaching techniques, resources and educational materials to meet the needs of all students through the process of teaching and learning.

■ COMPETENCY: PEDAGOGICAL CAPACITY

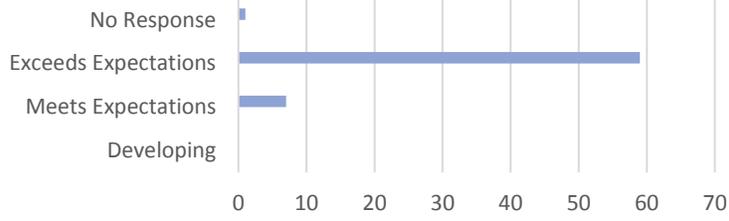
Employer Satisfaction Survey



■ 1.8 Uses evaluation and assessment techniques to show student progress

■ COMPETENCY: PEDAGOGICAL CAPACITY

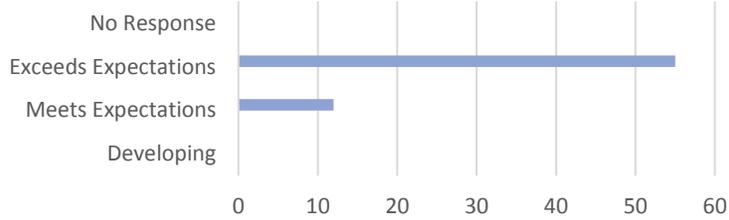
Employer Satisfaction Survey



■ 1.11 Documents the learning process of students, and offers differentiated experiences for individual progress

■ COMPETENCY: PEDAGOGICAL CAPACITY

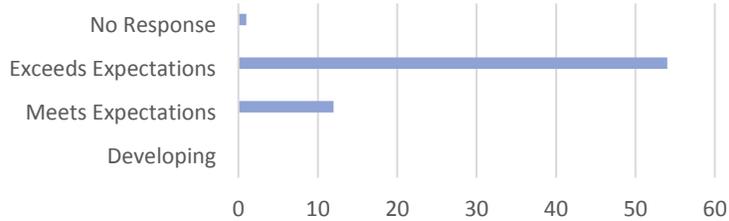
Employer Satisfaction Survey



■ 1.12 Consistently reflects on her educational practice (praxis); Identifies ways in which she can enhance it

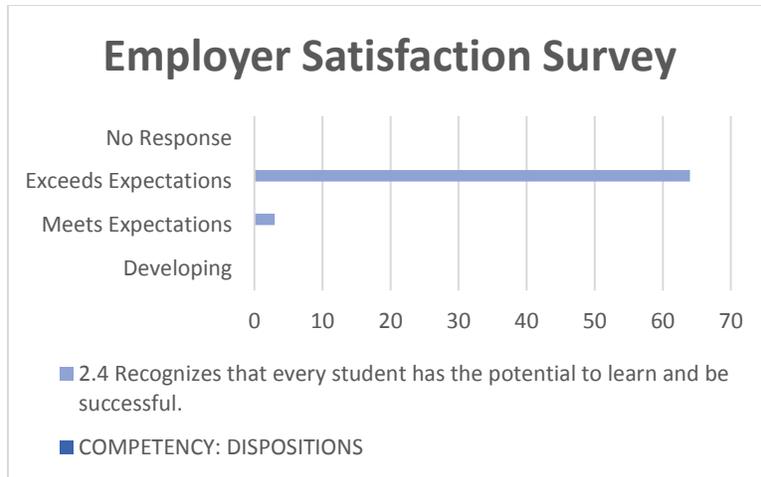
■ COMPETENCY: PEDAGOGICAL CAPACITY

Employer Satisfaction Survey



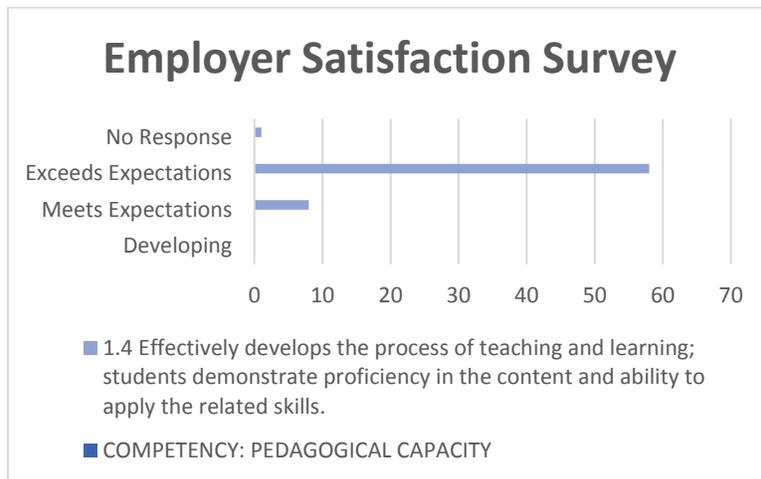
■ 2.1 Demonstrates a reflective approach to the process teaching and learning (praxis).

■ COMPETENCY: DISPOSITIONS



(2) Do you have any measures of impact on P-12 student learning? Do you have any data to report the results of these measures?

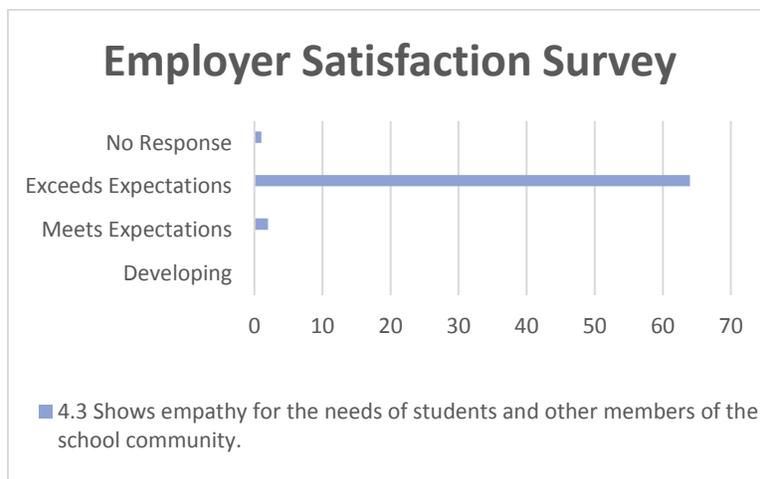
One of the measures considered by the EPP to assess how the completers affect P-12 student learning is in the employer’s questionnaire (Criteria 1.4: Effectively develops the process of teaching and learning; students demonstrate proficiency in the content and ability to apply the related skills). The responses reflect the domain that all teachers must achieve to demonstrate impact on student learning. It also includes necessary skills a teacher demonstrates if their supervisors consider them capable to positively influencing student learning.



In summary, employers expressed that the EPP completers demonstrate the knowledge, skills and dispositions required to impact student learning. They are very satisfied with their performance.

(3) Do you have an analysis and interpretation of evidence that is aligned to CAEP?

The employer satisfaction survey was developed considering the CAEP Standards and the knowledge, skills and dispositions expected from completers of the program. CAEP's Standard 1 emphasizes the Content and Pedagogical Knowledge expected. Based on the standards, the EPP matched the discipline practices and how all teachers should evidence them on their daily practice in order to be assessed by the employers. Criteria used in section 1 of the survey are aligned to Standard 1 and Standard 4, especially 4.1 and 4.3.



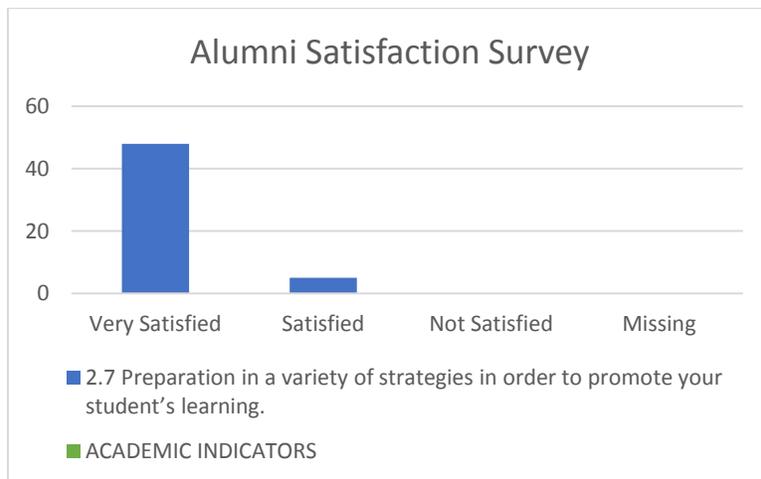
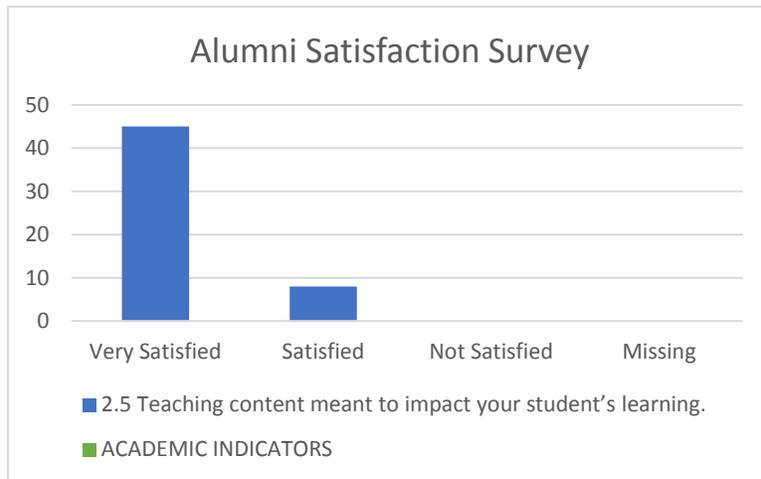
These results from the employer satisfaction survey reflect that completers are considered as effective teachers and that their supervisors rate their execution at an excelling level.

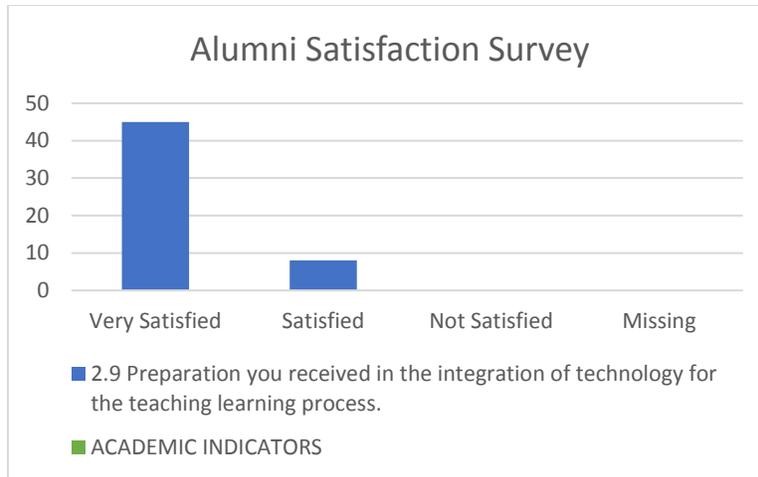
Title: 4.2. Indicators of Teaching Effectiveness.

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

(1) Do you have an observation instrument and/or student survey assessment(s) that measure the application of professional knowledge, skills, and dispositions that correspond with teaching effectiveness and/or P-12 student learning?

The Alumni Satisfaction Survey administered in July 2017 provides some insight into how satisfied completers were with their preparation for effectively affecting P-12 student learning. The following charts display the responses from the survey.





(2) Do you have an observation instrument and/or student survey assessment in which you utilized a representative sample inclusive of most licensure areas or a purposive sample to be enlarged over time?

Include copy of Alumni Satisfaction Survey

(3) Were your student survey return rates at 20% or above and inclusive of most licensure areas in the EPP?

We received 53 responses out 81 surveys distributed, which equates to a 65% return rate.

(4) What are the specific types of validity for the observation instrument and/or student survey?

A committee comprised of EPP faculty created the instrument in 2017 and sent it to the 2017 cohort to pilot test it. The committee then revised the instrument based on the responses received. However, the passage of Hurricane Maria impeded and delayed the revision process. As a result, we are sending out the revised survey this summer 2019.

(5) What are your interpretations of the data that is supported by results from the observation instrument and/or student survey?

Title: 4.3. Satisfaction of employers.

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

(1) Do you have 2014-2015 and 2016-2017 data for satisfaction of employers?

The survey was created and used for the first time in July 2017, when it was sent to 81 completers. We received 51 responses for a 65% return rate.

(2) Would you describe your system for the analysis, evaluation, and interpretation of data?

After the implementation of the survey, the EPP tabulates the data to analyze it by criteria. If results evidence that the educators are satisfied or very satisfied, the data is considered as a mean of a positive representation on effectiveness of the program to comply with its conceptual framework and with CAEP's and ACEI's professional standards.

(3) What data do you have that is specific to high need schools and comparison points for data?

The Department of Education provides no information pertaining to high needs schools.

(4) What is your documentation of employment milestones, including promotion, employment trajectory, or retention for at least some completers?

Up until now, we have kept an informal document where we collect information about completers and where they are working. There is no information beyond that.

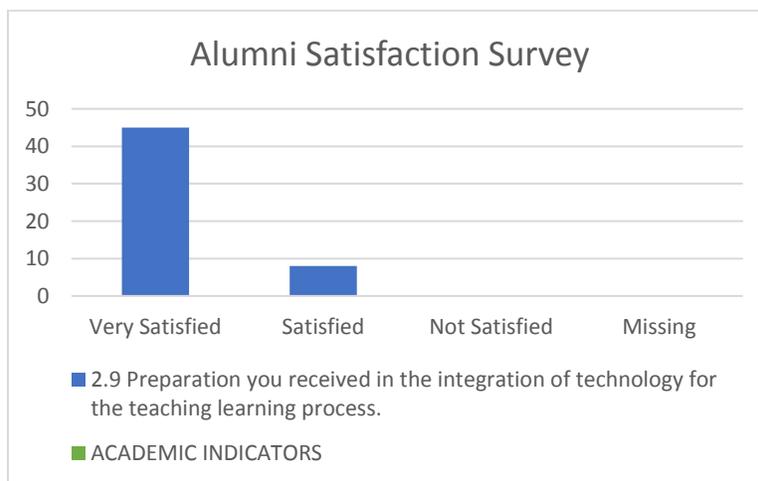
Title: 4.4. Satisfaction of completers.

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

(1) Do you have three sequential and latest available data for satisfaction of completers?

No. The survey was only administered once.

(2) Do you have evidence that completers perceive their preparation was sufficient for their job responsibilities? No data was provided on the alumni survey.



(3) Do you have appropriate analysis and interpretation of results? No data was provided to analyze or interpret results.

The results and charts are included with this report.

(4) Do you have evidence of an adequate and representative sample reflected in responses? No data was provided.

We received 53 responses out 81 surveys distributed, which equates to a 65% return rate.

(5) Is there data that supports a response rate of 65%?

We received 53 responses out 81 surveys distributed, which equates to a 65% return rate.

(6) Do you have evidence that the analysis and interpretation of data is aligned with the intent of the CAEP standard/component?

The instrument was aligned with CAEP standards 1 and 4.

(7) How is your conclusion supported by the data?

At this point, we only have one cycle of data collection. We need to collect more to draw conclusions.