

2023-EPP Annual Accreditation Report

SECTION 4. CAEP ACCREDITATION DETAILS ON EPP'S WEBSITE

**4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]**

EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

**Measure 1 (Initial):** *Completer effectiveness.* (R4.1) Data must address completer impact in contributing to P-12 student-learning growth and P-12 Student Satisfaction Survey with completer

**CONTRIBUTE TO P-12 STUDENT-LEARNING GROWTH**

**Case Study**

To collect information related to the impact on student learning by our completers, the EPP-UAGM-Carolina, developed an action plan to carry out a Case Study during the first semester of the 2020-2021 academic year. The purpose of the Case Study was to outline an action plan that would allow gathering information through multiple means, between 4 and 8 cases of completers who are working in the classroom (Creswell, 2008). Furthermore, this study aims to discuss the characteristics of our completers' impact on their students' learning (Yin, 1994). Collecting information from a variety of sources will allow us to triangulate the information collected and achieve content saturation. In other words, it will be possible to validate and demonstrate the increase in student learning of our completers from multiple perspectives. The planning and construction processes of the instruments used as information gathering strategies in the Case Study for the CAEP accrediting agency. The methodology consisted of several phases corresponding to a variety of data collection strategies. It should be noted that, among the measures designed to know the impact of our completers on the learning of their students, there are: direct measures to collect information about student learning and development (contextualized in various topics and grades), evidence of performance evaluations of the completers of the EPP-UAGM- Carolina, and some measures that will be used as part of the Case Study, such as rubrics and tests.

First, we worked with the instruments to measure the learning of students impacted by completers: Preschool and Primary, Teaching of English as a Second Language and Special Education. In this first phase, a variety of activities were carried out with the teachers to identify the measurement that would be administered in each of the subjects and levels to collect information on the impact of our completers on the development of their students. Schools that will be part of the study were identified. The academic levels and specialties where our completers are active as teachers were identified. The sample of completers who participated in the study was identified; and the themes were identified, according to the Education of Puerto

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Rico Department (DEPR) curricular maps to determine the construct(s) that were intended to be measured by the instruments.

To determine the dates of administration of instruments to collect information on student learning, generating themes or macro concepts were identified to carry out the Learning Assessment and thus collect information on the impact on student learning by the teaching process carried out by our completers. It is important to highlight that the entire process of identifying constructs was carried out by the professors specializing in education at our university. Using macro concepts as constructs, teachers developed measurement instruments by subject and academic level. During the instrument construction process, a curricular alignment was carried out between the measurement instrument, InTASC, DEPR and CAEP standards. This alignment between the instruments was worked on with the teaching staff of each academic program, which validated the first draft of the construction of these instruments. At the same time, information sheets were prepared, and the corresponding processes were carried out to request the consent and assent forms from DEPR.

Several meetings were held with the EPP specialist professors to guide them on what case study consists of what instruments we were going to be developing, and which ones would be administered during the 2020-2021 academic year. In the same way, they were presented with the work plan to ensure that all members of the faculty committee could guide the completers who agreed to participate in the study. Using various data collection strategies, that will let us triangulate the information collected and determine content saturation through analysis. In other words, it will allow us to validate and demonstrate the increase in student learning of our completers from multiple perspectives. Below is a summary of the instruments developed to collect information within the case study:

#### Completers

- Focus group: Three (3) completers of the Bachelor of Arts in Preschool and Primary Education, one (1) completer of the Bachelor of Arts in Education with a concentration in Teaching English as a Second Language at the Secondary Level
- Opinion questionnaire of the completers regarding their professional training: Representative sample (n = 41) of all EPP for the past three periods.
- Student satisfaction questionnaire: Degree of student satisfaction impacted by our completers in the classroom.

#### Focus group

The focus group is a guided discussion where the researcher uses between 5 to 7 questions. In this focus group's case, the purpose of which was to gather information for reaffirming the teacher preparation programs of the Carolina campus, with the Council Accreditation Educators Programs (CAEP). A protocol of semi-structured questions was generated to know how the academic preparation that our completers received from the teacher preparation program helped them perform in their work as teachers. The questions allowed for a

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flexible process in terms of group responses. The interaction between the ideas of the participants was a key element that allowed a deep understanding of what was intended to be discussed (Bonilla, 2003).

Along with the invitation letter, completers were sent an informed consent and an information form to participate voluntarily in the group focal. Of the 41 completers who answered the questionnaire, 4 said they would be participating in the focus group. On the day scheduled to carry out the exercise, three (3) completers showed up to participate in the focus group. According to Creswell (2012), the size of the group should be small so that all participants can express themselves and, in the same way, comply with the recommended minimum duration of 60 minutes per session (Lucca and Berríos, 2009). Regarding the number of questions, a semi-structured protocol of six questions was developed, since authors suggest between 5 to 10 questions. The number of questions, likewise, represents a relationship with the duration of the session. The selected population was made up of completers from the past three academic periods who were working as teachers in the specialty for which they were prepared. The characteristic of inclusion was their professional performance, according to the competencies and skills acquired during their stay at the EPP-UAGM Carolina. The study settings were through virtual media, given the variety of challenges faced during the pandemic, many scenarios were used.

To demonstrate the learning of the P-12 students to whom our completers teach, we worked a quasi-experimental design where an experimental procedure is applied, but all the external variables are not controlled (Christensen, 2007, p.331). To this end, a committee was established per program for the construction of the instruments. These committees were made up of cooperating teachers, subject matter specialists, and practice supervisors for each program: Preschool and Primary, Teaching English as a Second Language, and Special Education. Each committee determined various core aspects explained in the self-study to complete the instruments for measuring the learning of the students impacted by our completers. Included curricular alignment between the measurement instrument, InTASC standards, PRDE, and CAEP. In addition, to establish the procedure for administering the instrument selected by each committee. This evaluation cycle will be carried out annually. This quasi-experimental research design will allow us to study the groups that are impacted by our completers.

One way to support the evidence on the impact of teachers on student learning is through the process of evaluating teacher performance, which considers the degree of fulfillment of the functions and responsibilities, as established by PRDE, InTASC, and CAEP standards. Quality is defined based on the performance and achievements of the teacher. The purpose of this performance evaluation is to identify and recognize the strengths and areas of opportunity of teachers within the subject they teach (graduates / completers). In turn, it allows identifying areas of challenge to provide support, monitoring, and professional development, according to needs, strengthening teaching and leadership practices. The main purpose of teacher performance evaluation is to improve teacher competencies based on their students' academic achievement. Therefore, through these results we will be able to know, from another

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perspective, the impact of our completers on the academic performance of their students. This information allows us to triangulate various sources to demonstrate the impact graduates have on the learning and development of P-12 students, on classroom instruction, and in schools. In turn, we can collect certain information about the satisfaction of graduates with respect to the relevance and effectiveness of EPPs in their professional setting.

As part of the information gathering strategies to document the case study and standard 4.1, completers of the past three years (who were active in the classroom and specialty subject) were asked for their performance evaluation. The compilation was made through an information sheet and an institutional communication which explained the details and the purpose of the request. Now, the evidence collected consists of data from a single completer from the Teaching English as a Second Language Program. However, an action plan has been outlined to continue collecting information related to the performance of completers and the impact on their students' learning.

#### Data Analysis and results

Regardless of the information collection strategy used, researchers face the challenge of imposing a logical structure when analyzing the information, they have collected throughout the study (Lucca & Berríos, 2009, p. 484). The analysis and interpretation of the information should reflect the purpose of the study. To facilitate the analysis process and impose a structure, Lucca and Berríos (2009) recommend that the researcher should create categories. Because the focus group is a qualitative information gathering strategy, a process of description, analysis, and interpretation was carried out (Wolcott, 1994). The analysis allowed us the data as originally collected. The strategy used for this was to treat descriptive data as facts. According to Wolcott (1994), this type of analysis turns out to be comprehensive to transform the information collected, in such a way that it can be summarized and expressed based on the categories that emerge, their logic, coherence and systematization of the analysis process. Second, the information analysis was carried out. This allowed us to broaden and extend the explanation beyond a purely descriptive one. It required a careful and systematic analysis to identify the key factors and category relationships that emerged from the completers' responses. Finally, an interpretation was carried out, the goal of which was to give meaning to what is happening in the case study, to reach an understanding associated with the analysis.

Next, the results of the case study are presented from the verbalizations emitted by the participants. Some of the categories were considered as part of the background, as some are related to the PRDE, InTASC and CAEP standards. However, other categories that emerged during the analysis are associated with the service, quality, and academic excellence of the EPP-UAGM Carolina. The categories emerged within the context of the study's purpose and research questions. It should be noted that the questions associated with the categories are: (1) How does a group of completers of the Carolina Campus EPP interpret the quality of the preparation received during their stay at the university? and (2) How satisfied is a group of completers of the EPP-UAGM, Carolina campus, regarding the relevance of the preparation received for the fulfillment of their responsibilities as teachers? Below, the categories previously

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identified in the PRDE, InTASC and CAEP standards, and those that emerged during the interviews, are presented as an outline. Those categories that emerged are identified with an asterisk (\*).

1. Learning differences
2. Learning environments
3. Knowledge and application of content
4. Practice
  - a. Clinical experiences during EPP
5. Professional responsibility
  - a. Ethics
  - b. Professional Learning
  - c. Leadership
6. Academic quality
  - a. Candidate quality
  - b. Service\***
  - c. Cooperative teacher
  - d. Teachers\***
  - e. Practice supervisors \*
  - f. Tracking\***
    - i. Before, during and after
    - ii. Motivation
7. Impact on your students' learning

The verbalizations emitted by the participants are presented using numerical pseudonyms, with the purpose of carrying out the identification. The descriptions will be carried out with the opinion of the completers in each of the questions of the focus group. In summary, in general terms, the completers confirmed that the EPP-UAGM Carolina provided them with the tools to carry out a metacognition. They expressed, on more than one occasion, that they used, both in their teaching practicum and in the workplace, all the pedagogical skills that they acquired throughout the curriculum during their stay at the university. One participant said his training was related to the experiences provided to him in the program from day one. The participants agreed that the courses contemplated in their curricular sequence allowed them to prepare to face great challenges, such as remote teaching. Through their courses related to the development of technological competence, participants expressed that they learned about how to develop interactive modules, videos, games, interactive stories, electronic portfolios, video conference, among other activities. One of the participants has even offered workshops on technological competence to other teachers in his school, which shows an impact beyond his students. The participants expressed that they have applied everything they learned in their professional training (planning, teaching strategies, assessment techniques, group control, differentiated education, service to the student, and the school community). They mentioned that the EPP-UAGM Carolina played a leading role in developing their confidence as a professional. They expressed that the acquired security was developed through the

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development of competencies and the acquisition of knowledge. The constant exposure to the stage of the classroom during their stay at the EPP, allowed the graduate to progressively form.

Regarding their opinion on the quality of the EPP-UAGM Carolina, they expressed their gratitude. Participants mentioned that they were proud of the academic excellence they were exposed to during their bachelor's degree. They highlighted that the professors, the administration, the institutional service, the academic environment, the curriculum, and the constant exposure to the profession impacted their training as teachers. They called it a "transformative experience." They even pointed out that the follow-up they have continued to offer even after graduation has been important to them. Mentoring before, during, and after their teacher training has represented a constant motivation for completers, so much so that one of the participants has continued graduate studies in the profession. This same participant mentioned that her motivation emerges from the support that her university professors and cooperating teachers have offered her. The participant considers that this has been one of the greatest contributions that the EPP-UAGM Carolina has made in her professional development.

Finally, the participants recommended that, to enhance the existing curriculum, they should add a course focused entirely on remote teaching. His experience in the face of the pandemic has led him to a deep reflection on what they learned at the EPP-UAGM. Several of the participants expressed having used their electronic portfolio and other tools provided in their technology courses in various instances. They mentioned that all the resources they had available were of great benefit to them. They highlighted having applied everything they learned and developed in terms of technological competence, but that they still needed more exposure to online teaching. At the same time, they mentioned that a course in neuroscience could be added, as well as additional strategies on how to impact students that are at risk of dropping out of school or are facing a situation that makes learning impossible.

#### IMPACT ON P-12 LEARNING AND DEVELOPMENT

##### State teacher evaluations

According to the Puerto Rico Department of Education (DEPR) and the public policy established in Circular Letter 06-2019-2020 on the teacher performance evaluation system, every student has the right to receive a quality education. According to this policy, the foundation of educational quality lies in the performance of teachers, completers of EPP and its impact on student achievement. Completers must demonstrate that they possess administrative skills, professional competencies and be willing to remain within a continuous process of updating and strengthening their pedagogical knowledge and competencies. One way to support the evidence on the impact of teachers on student learning is through the process of evaluating teacher performance, which considers the degree of fulfillment of the roles and responsibilities, as established by DEPR, by the InTASC standards, and CAEP. Quality is defined based on the performance and achievements of the teacher. The purpose of this performance evaluation is to identify and recognize the strengths and areas of opportunity of teachers within the subject they teach (graduates / completers). In turn, it allows identifying

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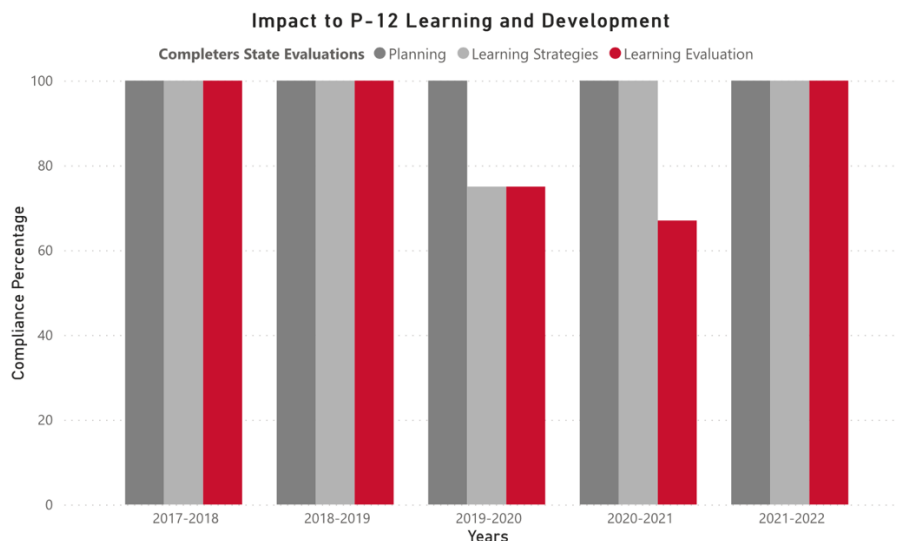
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areas of challenge to provide support, monitoring, professional development, and strengthening teaching and leadership practices according to needs. The main purpose of teacher performance evaluation is to improve teacher competencies based on their students' academic achievement.

Through these results, we will know, from another perspective, the impact of our completers on their students' academic performance. This information allowed us to triangulate various sources to show the impact that completers have on the learning and development of P-12 students, on classroom instruction, and in schools. In turn, it was possible to collect certain information about the satisfaction of the completers with respect to the relevance and effectiveness of the EPP in their professional setting. From another perspective, how is our completers' impact on their students' academic performance? This information allowed us to triangulate various sources to show the impact that completers have on the learning and development of P-12 students, on classroom instruction, and in schools. In turn, it was possible to collect certain information about the satisfaction of the completers with respect to the relevance and effectiveness of the EPP in their professional setting. This instrument has a variety of constructs that allow us to collect information on the teaching function: Planning, Teaching Process, Learning Process, Teacher Responsibilities, Professional Development, and Results on State Tests ([see graphics](#)).



The descriptions of each dimension in the rubric allow us to gather information about the quality of the teacher in the constructs. For example, we may collect information about the impact of teachers on their students' learning by evaluating their process of planning, teaching, and learning from their students. Note that the summative evaluation provided by the completer is determined after a formative process of constant visits and evidence of her students' academic achievement. The school director is responsible for gradually collecting this

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information. This process focuses on the collection and analysis of information that allows us to know the educational context and its impact on the student. In turn, it enables the educational process, ensuring that students acquire the skills and abilities necessary for life.

To document the impact that our completers have on the academic achievement of their students, we requested the results of their performance evaluation (summative) of the last three years working as teachers. The summative evaluation is intended to establish what the teacher's performance has been at the end of each school year. Its results allow us to determine and report on the level of performance achieved by the teacher. In addition, it certifies some results on the performance in terms of the professional competencies executed according to their position. Note that the instrument's premises behave independently. The scales of the instrument are based on the observation of performance when considering the degree of fulfillment of the teacher's duties, responsibilities, and quality in terms of performance. The evaluation system has four levels of performance: exemplary, competent, minimal, inadequate, which allow to determine the quality of the teacher. As part of the information gathering strategies to document this case study and standard 4.1, completers of the past three years (who were active in the classroom and specialty subject) were asked for their teaching performance. The compilation was made through an information sheet and an institutional communication which explained the details and the purpose of the request.

The evidence collected consists of data from completers who are teaching in the following disciplines: Special Education, Elementary School, and English of the Second Language. An action plan has been drawn up to continue collecting information related to the performance of the completers and the impact on their students' learning. According to the analysis of the results of the performance evaluation presented by the completer of the English Teaching Program as a Second Language, it is observed that our completer has a positive impact through her performance in the classroom, since she complies with the planning process and teaching strategies, monitors the needs of the students, and uses the didactic resources of the DEPR. In addition, it demonstrates the fulfillment of the teaching processes through the organization of the learning environment, the use of standards, the implementation of didactic strategies and the integration of the student as an active entity within their development. In turn, the quality of compliance (.50-3.5 at the execution level) is observed in the learning evaluation processes, metacognition activities, use of various evaluation strategies, evaluation criteria and discussion of the results with their students.

#### **Completer effectiveness in applying professional knowledge, skills, and dispositions:**

Measure #1 on the impact of completers on the learning and development of P-12 students (component 4.1) are currently under development and are not yet available since in the academic year of August 2021 to May 2022 the public PR system was teaching in a hybrid manner. Although the call was to return to face-to-face, the truth is that localized COVID-19 outbreaks or situations in schools caused schools to be intermittently teaching distance courses. This uncertainty prevented us from conducting the part of the case study that seeks to capture



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the impact of our completer on P-12 students. The EPP intends to complete the case study by May 2024. To this end, the DE requires that any person or entity wishing to conduct research in the educational centers of the must submit the documentation for approval in [CIIE Login \(dde.pr\)](#). We will be submitting the documents developed for the case study in summer 2023.