UNIVERSIDAD ANA G. MÉNDEZ

UAGM

Recinto de Gurabo

School of Education
CAEP Self-Study Report

2019

Acronyms

SUAGM	Sistema Universitario Ana G. Méndez
UAGM	Universidad Ana G. Méndez
UT	Universidad del Turabo
RO	Retention Office
AD	Associate Dean
AR	Annual Report
PRTCE/PCMAS	Puerto Rico Teacher Certification Exam
PPM/SIAAM	Teacher Preparation Comprehensive Test
SoEDQAS	School of Education Quality Assurance System
QEMEC	Quality and Effectiveness Management Executive Committee
MSCHE	Middle State Commission of Higher Education
PRDE	Puerto Rico Department of Education
PTS	Professional Teacher Standards
PECE	Functioning of the Educational Clinical Experiences Program
PEAU	University Admissions and Assessment Tests
GPA	Grade Point Average
CEEB	College Entrance Examination Board
PRCE	Puerto Rico Council of Education
AP	Assessment Plan
ARC	Admission Retention Committee of SoED
UPC	Undergraduate Programs Catalog
GPC	Graduate Program Catalog
PAA	Academic Achievement Test
AOCIL-BCE	Assessment of the Competencies of the Initial Level – Beginner Clinical Experiences
AOCPPL-CE	Assessment of the Competencies of the Pre-Professional Level - Clinical Experiences
AOCPL-CEP	Assessment of the Competences of the Professional Level-Clinical Experience Practicum
TPP	Teacher Preparation Program
TPC	Teacher Practicum Coordinator
UFS	University Faculty Supervisor
TPEM	Teaching Practice Experience Manual
TPEI	Teaching Practicum Evaluation Instrument
FSL1-IB	Feedback Survey Level 1: Initial-Beginner
FSL2-PP	Feedback Survey Level 2: Pre-Professional
FSL3-P	Feedback Survey Level 3: Professional
SFUSM	Student Follow-Up System Manual
PR	Puerto Rico
USA	United States of America
CT	Cooperative Teacher
SD	School Director

I. EPP Overview
Guide to the Self-Study Report

a. Context and Unique Characteristics

Universidad Ana G. Méndez (UAGM), Gurabo Campus known as Universidad del Turabo at Sistema Universitario Ana G. Méndez (SUAGM), was recently incorporated (December 2018) and approved by MSCHE. UAGM is a private, non-profit organization in compliance with the laws of the Commonwealth of Puerto Rico and Section 501 (c) 3 of the IRS, and the second largest university system on the island with an enrollment at its Gurabo Campus of 13,543 students in August 2018. Its four Campuses of higher education, Gurabo Campus (former Universidad del Turabo, UT), Carolina Campus (former Universidad del Este, UNE), Cupey Campus (former Universidad Metropolitana, UMET), and the Ana G. Méndez-Online Campus (AGM-OC) are four-year, coeducational, private, and non-profit. In addition to the four (4) institutions, UAGM also maintains 12 additional locations throughout the island, and five (5) US Branch Campuses. UAGM's central administration offices are located in Cupey, Puerto Rico. Gurabo Campus, founded, as UT in 1972, is a Hispanic serving, private, non-profit institution of higher education of Universidad Ana G. Mendez (UAGM). It currently operates six (5) additional locations located in Barceloneta, Cayey, Yabucoa, Isabela, and Ponce, and five (5) US Branch Campuses: three (3) in Florida, one (1) in Maryland, and one (1) in Texas, which received its Certificate of Authorization in December 2014. The academia is organized into eleven (11) main schools: International School of Design and Architecture, Engineering, Natural Sciences and Technology, Health Sciences, Social Sciences and Communications, Education, Business and Entrepreneurship, Technical Studies, the School of Continuing Education, Public Security (ISEP) and the Liberal Arts and General Education. Gurabo Campus offers technical certificates, associate, bachelors, masters and doctoral degrees. Most courses are offered on a semester basis in day, evening, and weekend sessions. Weekend sessions are offered by the School of Professional Studies in an accelerated modality adult program AHORA consisting of 5 weeks of studies. The student population is composed of young adults and professional adult students from the surrounding communities with diverse economic and educational backgrounds. Gurabo Campus, additional locations, and US Branch Campuses provide accessible educational opportunities to over 17,000 low-income Hispanic students. Gurabo Campus students face serious economic and educational challenges in their pursuit of higher education. Nearly 70% of all undergraduate students require basic skills courses in reading, writing, and math. Given these challenging hurdles to higher education, Universidad Ana G. Méndez, Gurabo Campus has expanded and improved its academic support services and retention strategies.

b. Description of Organizational Structure
Brief History of the School

The history at UAGM, Gurabo Campus, reveals a dynamic process of growth and evolution. Along with its foundation, in 1972, academic education programs were created, the first being a bachelor's degree in Elementary Education. Since then, what was originally the Department of Education at UAGM Gurabo Campus (former Universidad del Turabo) has evolved to become the School of Education (SoED). In 1987, the first graduate programs started, and in 2003, we initiated our Ed. D. program. The SoED also includes the administration of the Sports Complex, the Center for Wellness and Health Promotion, a Distance Education program in New York, a Master's Degree in English as a Second Language Program in Pennsylvania and several grant projects. The Educational Administration and Educational Leadership Program have often taken a pioneering role in the

formulation of new visions and conceptualization of our academic offerings. Faculty works together in presenting an integrated curriculum, involving students through research, case analysis, group projects, integrative experiences and cooperative learning. Learning is an interactive process, thus integration, student participation and teamwork consistently reflected in all courses. The SoED is one of the largest Schools at UAGM Gurabo Campus in terms of academic programs offered and in terms of support staff to serve its students. The School offers Bachelor degrees in Elementary Education, Secondary Education, Special Education and Physical Education (Accredited by CAEP-TEAC on February 2012). Master degrees with eight specializations (Educational Administration, Teaching English as a Second Language, Special Education, Curriculum and Teaching, Counseling, Library Systems and Information Technology, Physical Education and Teaching the Fine Arts); and two doctoral degrees (Educational Leadership and Curriculum, Teaching and Learning Environments). Master's degree with specialization in Educational Administration (MEd), and the Doctoral degree with specialization in Educational Leadership, both these program offered only at Gurabo Campus, Puerto Rico. The head of the SoED is Dr. Elaine Guadalupe Ahedo. The 24 full time faculty members of the School are assigned either to the undergraduate or graduate divisions according to their academic preparation and expertise. The 14 women and 10 men who compose the faculty of the SoED are 100% Hispanic. During the past academic years included in this self-study, 42 part time and adjunct professors (42 women and 22 men; all Hispanics) collaborated in teaching undergraduate and graduate courses. As is true for all universities in Puerto Rico, a Master's degree is accept as formal education to teach in the undergraduate divisions, not so for graduate courses where a doctoral degree is required.

c. Vision, Mission, and Goals

UAGM Gurabo Mission

UAGM Gurabo Campus is an institution of higher education with broad academic offerings of the highest standards of quality. Committed to excellence in teaching, research, innovation (STD. 5.3), internationalization, and social-humanistic values for a diverse academic population (STD. 3), Gurabo Campus forms global citizens with critical thinking skills, which contribute to the development and well-being of Puerto Rico and other countries.

2025 Vision

The vision of the UAGM Gurabo Campus is to be the leading educational institution in teaching and research, which promotes innovation (STD. 5.3), entrepreneurship, internationalization, and sensibility towards cultural diversity (STD 3) and the environment.

Institution Values

The university is committed:
- Freedom of thought and expression
- Excellence in teaching and the pursuit, generation, dissemination and application of knowledge
- Respect the dignity of the individual
- Respect nature and the environment
- Promote ethical, social and cultural values
- Recognize and respect diversity
- promote institutional excellence in planning,
- Operations and service promote human and aesthetic sensibility

SoED Vision, Mision and Goals

Vision

The School of Education of the Universidad Ana G. Méndez, Gurabo Campus will be recognize as a leader in the preparation of education professionals, in the educational research and in the service with great social responsibility, attention to the growing global expansion and the use of advanced technology (STD. 1) .

Mission

The School of Education is committed to the development of education professionals that contribute to transforming it. The mission of the School is to provide meaningful experiences that will allow future professionals develop as reflective, collaborative and effective leaders in his personal and professional work (STD. 2). Visualize teaching as an art and a science; learning as a reciprocal process between teacher and educator; and service to others as a social responsibility.

Values

The School of Education is committed to the following values. Excellency as the maximum aspiration in all your teaching efforts, research and service. Freedom of thought and expression as an indispensable basis of the search and dissemination of knowledge; Respect for diversity and human dignity. Equity in the recognition of the value of education as instrument for access to better opportunities and the development of potential of the human being; Integrity in all your actions as a School. Social responsibility before the needs of the community, the country and of humanity (STD.1).

d. EPP's Shared Values and Beliefs for Educator Preparation

The School of Education (SoED) bases the curriculum of their programs and the profile of the graduate in two philosophical aspects: The pragmatism of Dewey and the social constructivism of Vygotsky. Education for Dewey is an instrument of social transformation and a fundamental method of progress where the teacher, in teaching, not only educates individuals but also contributes to forming a just social life (InTASC STD. 1). SoED underlies its work under 11 progressivism principles (Evidence 3.6.1, page 4). On the other hand, Vygotsky sees the learner as able to build his own knowledge from previous experiences that include social interaction, manipulatives and mental tools based on the use of language (InTASC STD. 6). The mental tools, (Bodrova & Leong, 2009) as they go developing in the subject, are shared with the peers to build the new knowledge. All cognition processes are included in the mental tools in addition to language and reflection. For David Ausubel, meaningful learning is the process by which new knowledge or information relate to the cognitive structure (InTASC STD. 3) of the learner in a non-arbitrary and substantive way. Its interaction occurs with relevant aspects present in education, which they called anchorage ideas (Ausubel, 1976, 2002; Moreira, 1997; cited by Rodríguez 2004, p.2). Study materials and information are interrelated and interact with knowledge schemes previous and the personal characteristics of the apprentice. According to Ausubel, we can only learn (or apprehend) something new when there is some previous knowledge on that subject in our mind upon which we can anchor the acquired novelty. The principle of excellence (STD 5.5) in teaching, applies both to our faculty and to future teachers. The curriculum has been design in an effort to prepare professionally competent teachers (STD 3) who can think critically (reflection) and are technologically literate. We value the development of ethical principles, the knowledge of social systems and respect for nature and the environment. All these reflected in the core curriculum of the Initial and Advanced Program. We promote respect for diversity (Crosscutting Theme); respect for the dignity of the individual. We expect the generation, dissemination and application of knowledge and excellence in planning, operations and service. The combination of all the above expectations from our students and faculty sustains the purpose of the SoED of preparing educators that will adhere to the School's motto: Leadership, Collaboration and Reflection to Transform Education. The Conceptual Framework of SoED, develop through continual dialogue between the different constituents of our learning community and encompasses all undergraduate and graduate programs of the School. Its purpose is to ensure coherence of curriculum (STD.2), instruction, clinical practice and assessment across the professional education unit. It articulates a shared vision, mission and theme for both initial and advanced programs. Each program has its own specific outcomes that align with national content area standards, as stated by the Puerto Rico Department of Education (PRDE), and the goals of the performance of its educational leaders (Evidence 1.1.5, 1.1.6, A.1.2.2). We expect our candidates to be reflective practitioners who create, organize and disseminate knowledge (STD. 1). SoED provide a learning environment that promotes individual creativity and fosters the synthesis of theory and practice. A constructivist approach seeks to connect theory to practice, a view that supported by the SoED curriculum and teaching practices of our faculty. The Assessment Plan (AP) evidences the commitment of the faculty to the improvement and competence developed by each student prior to their induction into the leadership program. Educational

experiences designed to develop candidates' ability to think systematically about professional practice and learn from experience (Evidence 8, page 12-15).

EPP Accreditation Status

e. Is the EPP regionally or institutionally accredited?

Yes

No. the EPP is ineligible for regional/institutional accreditation or such accreditation is not available

EPP is regionally or institutionally accredited

      a. If your institution/EPP is regionally accredited, please upload a PDF copy of the award of regional accreditation here. If your institution/EPP is NOT regional accredited, please move to the next page.

Click here to upload or manage your uploaded file(s)

Table 2. Program Characteristics

a. Complete this table of program characteristics by entering the information requested for every program or program option offered by the EPP. Cross check, the list with the programs listed in the EPP's academic catalog, if any, as well as the list of state-approved registered programs, if applicable. Site Visitors will reference this list in AIMS during the accreditation review process.

Note: EPP is responsible for ensuring the accuracy of the data imported into this table.

Click here to import specialty area program information

Name of Program/specialty area	Enrollment in current fall cycle	Enrollment in last fall cycle	Degree level	Certificate or licensure level	Method of Delivery	State(s) in which program is approved	Date of state approval(s)

NOTE FOR IMPORTING SPECIALTY AREA PROGRAM INFORMATION

Appending: Will add the selected program(s) to the table

Replacing: Will clear out all information currently entered in the table and will repopulate the table with the selected program(s)

Table 3. EPP Characteristics

Complete this table of EPP characteristics in AIMS to provide an expanded profile by which the accreditation process is managed by CAEP staff. This AIMS version of this table, in which the data are actually entered, has drop-down menus by which characteristics are selected and the table is completed.

Control of Institution	Private
Student Body	Coed
Carnegie Class	Baccalaureate, Master's and Doctorate Universities (larger programs)
Location	Urban
Teacher Preparation Levels	Currently offering initial teacher preparation programs Currently offering advanced educator preparation programs
EPP Type	Hispanic Serving Institution Institution of Higher Education: State/Regional
Religious Affiliations	Undenominational
Language of Instruction	Spanish
Institutional Accreditation (Affiliations)	Middle States Association of Colleges and Schools

Table 4. Qualification Table for EPP-based Clinical Educators

a. The clinical educator (EPP-based clinical faculty & University Faculty Supervisors) qualifications table is completed by providing information for each of the EPP-based clinical educators.

Name	Highest degree earned	Field or specialty area of highest degree	Program Assignment(s)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching or administration dates of engagement in these roles, last five years

+Add a clinical educator   (To remove a line, clear all cells of that line.)   Left: 1024

If EPP is not using Table 4a, upload the clinical educator qualifications table being used below.

Click here to upload or manage your uploaded file(s)

Table 5. The Parity Table

      a. The parity table of curricular, fiscal, facility, and administrative and support capacity for quality is used to satisfy requirements of the U.S. Department of Education and is completed by providing data relevant for the EPP and making a comparison to an EPP-determined comparative entity. The comparative entity might be another clinical EPP within a university structure, a national organization, the college or university as a whole or another entity identified as a benchmark by the EPP. This chart is an example of a chart that the EPP can complete.

Capacity Dimension	EPP description of metric(s)	EPP data	Comparative entity data	Title and description of supplemental evidence/documentation of quality for each dimension
Facilities				
Fiscal Support				
Administrative support				
Candidate support services				
Candidate feedback, formal and informal				

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Table 6. Off Campus, Satellite, Branch

       a. The Accreditation Plan is an educator preparation provider's (EPP's) identification of the sites outside of the main campus or administrative headquarters and the programs offered at each site that will be included in the EPP's accreditation review. This information, in combination with the table of program characteristics, is used by CAEP staff and lead site visitor to plan the site visit, including the sites that will be visited by the site team.

For guidance on geographic site definitions click here

Geographic Site(s) administered by the EPP	Program offered at each site	Is the program to be included in accreditation review? (Y or N)	Is the program approved by state in which program is offered? (Y or N or approval not required)	Notes/Comments

Table 7. Proprietary Assessments

Please list proprietary assessments used by the EPP (no more than 10):

Proprietary Assessment No.	Title of Assessment	Validity & Reliability information if available & applicable
Proprietary Assessment No.1	PRTCE/PCMAS General	Table 3 on page 8 of the Institutional Report of the Teacher Certification Tests (PRTCE / PCMAS), presents the averages, medians, standard deviation (SD), minimum score, maximum score, the percentage of candidates who passed the exam, the total of candidates examined (N), as well as the internal consistency reliability index and the measurement error of the total sample of candidates examined. For General Test the Cronbach alpha was .88 wit +/- 5.5 (Evidence 1.1.8).
Proprietary Assessment No.2	PRTCE Spanish	Table 3 on page 8 of the Institutional Report of the Teacher Certification Tests (PRTCE / PCMAS), presents the averages, medians, standard deviation (SD), minimum score, maximum score, the percentage of candidates who passed the exam, the total of candidates examined (N), as well as the internal consistency reliability index and the measurement error of the total sample of candidates examined. For Spanish Test the Cronbach alpha was .82 wit +/- 8.7 (Evidence 1.1.8).
Proprietary Assessment No.3	PRTCE English	Table 3 on page 8 of the Institutional Report of the Teacher Certification Tests (PRTCE / PCMAS), presents the averages, medians, standard deviation (SD), minimum score, maximum score, the percentage of candidates who passed the exam, the total of candidates examined (N), as well as the internal consistency reliability index and the measurement error of the total sample of candidates examined. For English Test the Cronbach alpha was .84 wit +/- 8.2 (Evidence 1.1.8).
Proprietary Assessment No.4	PRTCE Science	Table 3 on page 8 of the Institutional Report of the Teacher Certification Tests (PRTCE / PCMAS), presents the averages, medians, standard deviation (SD), minimum score, maximum score, the percentage of candidates who passed the exam, the total of candidates examined (N), as well as the internal consistency reliability index and the measurement error of the total sample of candidates examined. For Science Test the Cronbach alpha was .80 wit +/- 8.8 (Evidence 1.1.8).

Proprietary Assessment No.5	PRTCE Social Studies/History	Table 3 on page 8 of the Institutional Report of the Teacher Certification Tests (PRTCE / PCMAS), presents the averages, medians, standard deviation (SD), minimum score, maximum score, the percentage of candidates who passed the exam, the total of candidates examined (N), as well as the internal consistency reliability index and the measurement error of the total sample of candidates examined. For Social Studies/History Test the Cronbach alpha was .85 wit +/- 7.2 (Evidence 1.1.8).
Proprietary Assessment No.6	PRTCE Mathematics	Table 3 on page 8 of the Institutional Report of the Teacher Certification Tests (PRTCE / PCMAS), presents the averages, medians, standard deviation (SD), minimum score, maximum score, the percentage of candidates who passed the exam, the total of candidates examined (N), as well as the internal consistency reliability index and the measurement error of the total sample of candidates examined. For Mathematics Test the Cronbach alpha was 935 wit +/- 5.2 (Evidence 1.1.8).
Proprietary Assessment No.7	PPM/SIAAM Teacher Preparation Comprehensive Test	On page 6 of The Report of the Comprehensive Test (PPM/SIAAM) presents the averages, medians, standard deviation (SD), minimum score, maximum score, the percentage of candidates who passed the exam, the total of candidates examined (N), as well as the internal consistency reliability index and the measurement error of the total sample of candidates examined. The test reliability for Fundamental Knowledge, Kuder-Richardson Formula 20 is .63 and Cronbach alpha coefficient is .63 and for Professional Competencies, Kuder-Richardson Formula 20 is .59 and Cronbach alpha coefficient is .59 for November 2018 test (Evidence 1.3.2, page 4).
Proprietary Assessment No.8		
Proprietary Assessment No.9		
Proprietary Assessment No.10		

Please map above proprietary assessments to the appropriate CAEP Standards:

	CAEP Standard 1 Ini.	CAEP Standard 1 Adv.	CAEP Standard 2 Ini.	CAEP Standard 2 Adv.	CAEP Standard 3 Ini.	CAEP Standard 3 Adv.	CAEP Standard 4 Ini.	CAEP Standard 4 Adv	CAEP Standard 5 Ini.	CAEP Standard 5 Adv.	State
Proprietary Assessment No.1	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Proprietary Assessment No.2	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Proprietary Assessment No.3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Proprietary Assessment No.4	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Proprietary Assessment No.5	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Proprietary Assessment No.6	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Proprietary Assessment No.7	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Proprietary Assessment No.8	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Proprietary Assessment No.9	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Proprietary Assessment No.10	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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Standard 1: Content and Pedagogical Knowledge (Initial Programs)

Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.

Initial Program

The activities described for each standard demonstrate that each course is well think in order to give the student the opportunity to demonstrate an understanding under the InTASC standards. The activities design help the candidates develop a deep understanding of the critical concepts and principles of their discipline. The constructivist paradigm supports our view of preparing reflective and collaborative educational leaders that will help to transform education. The constructivist paradigm has evolved from the work of many twentieth-century research psychologists and educators who have contributed significantly to the development of the professional educator. Historically, Gesell (1925) provided insights into the role of maturation in learning. Piaget (1972) introduced the stages of cognition. Dewey (1933) explored the concept of active, self-expressive learning; and Erikson (1950) established the importance of social/emotional relationships. Kohlberg (1981) and Gilligan (1983) outlined the stages of moral development, and Vygotsky (1979) focused on language and thought development. Vygotsky additionally discussed the influence of culture on learning and understanding. Gardner (1983; 1993) added the notion of multiple intelligences, with each student having his or her own repertoire of strengths. Research on how the human brain learns (D'Arcangelo, 1998; Jensen, 1998; Wolfe & Brandt, 1998) supports the constructivist theory, as does Daniel Goleman (1995) with his theory of emotional intelligence. Constructivism is a theory of knowledge and learning (Fosnot, 1996) that provides the basic framework for professional education programs at the SoED. We provide a learning environment that promotes individual creativity and fosters the synthesis of theory and practice.

We facilitate the development of leaders who are sensitive to individual differences, to moral and equity issues, and who in their work as educators will actively shape educational organizations. Collaboration is define as working collectively to identify common goals, developing strategies for attaining those goals and jointly resolving problems that arise in the processes. In order to foster collaboration, we must build a culture of trust and respect for all. We work with students, colleagues and the community to build relationships and strengthen caring and justice. We view collaboration as a concept that includes contributing to the well-being of the community (caring), respect, sensitivity and value for individual differences. A number of researchers have demonstrated a high degree of learning possible when students can collaborate in learning tasks and when they use their own knowledge as a foundation for learning. Some of them are; Moll's (1988) research on teacher use of successful cultural patterns, Palincsar & Brown's (1985) work on reciprocal teaching and Johnson & Johnson's (1987) and Slavin's (1990) work on cooperative learning, a form of collaboration. A reflection is an inquiry approach that emphasizes an ethic of caring and collaborating, a constructivist approach to leadership and creative problem solving. (Henderson, 2001). An ethic of caring provides a framework of respect to the uniqueness of individuals and the range of multiple talents and capacities of all.

Educators using a constructivist approach emphasis on concepts, active learning and cooperative learning, and they interweave assessment. A constructivist approach seeks to connect theory to practice, a view that supported by the SoED curriculum and teaching practices of our faculty. Key references on the importance of reflective practice include Cruickshank & Haefele (2001), Good & Brophy (1997) Henderson (1992), Kauffman, Mostert, Trent & Hallahan (2002), and Langley & Senne (1997). As stated in the InTASC standard "Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive". That is why our candidates must have the practical experiences. Allowing them to understand and use self-evaluation and reflection (InTASC STD. 9) as tools for professional growth (Yost, Sentner & Forlenza-Bailey, 2000). An assessment plan that encompasses all students from the time they enter the degree, until they graduate is in

progress. This plan evidences the commitment of the faculty to the improvement and competence developed by each student prior to their induction into the leadership program. Educational experiences are designed to develop candidates' ability to think systematically about professional practice and learn from experience.

1.1 Candidates demonstrate an understanding of the 10 InTASC Standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Evidence 1.1.5 shows the alignment of courses with the InTASC standards. This alignment demonstrate that candidates are acquiring an understanding of the 10 InTASC Standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility. It also shows the alignment between Teacher Professional Standards of Puerto Rico (Evidence 1.1.2), Program Objectives (Evidence 1.3.1, page 68) and InTASC Standards, with the courses from the Bachelor Degree in Early Education (K-3). This table shows the correspondence between the PRDE expectations, the SoED Program Objectives and InTASC expectations. To demonstrate that SoED comply with InTASC categories, Evidence 1.1.5 illustrate how the courses are aligned with the standards. Evidence 1.1.6 shows the alignment between the InTASC standard, program courses, activity and assessment with a brief explanation of how the activity take place for Bachelor in Preschool Program.

The effectiveness of SoED programs can be demonstrate with the candidate performance during the practicum courses. Evidence 1.1.3 & 1.1.4 shows an example of a candidate plan developed and the rubric use as an assessment during the practicum. Also as part of the professional courses, teacher candidates are required to complete at least 225 hours of clinical experiences. These experiences are part of the requirements for the Practice Teaching course. In 2014-2015, 90.6% of students finish with A; in 2015-2016, 89.3% finish with A and in 2016-2017, 89.29% finish with A the practicum course. This indicate that the course is well balance and is efficient in determine which student have all the knowledge, skills, and dispositions for being a teacher (Evidence 6 page 15, Evidence 12 page 20 and Evidence 13 page 15). Students in the final clinical experience (practicum) prepare a professional portfolio as part of the course requirements. Each criterion is measure using the following scale: 5-Excellent; 4-Competent; 3-Satisfactory; 2-Beginner; 1-Not Acceptable. Eighty percent (baseline: 80%) of the evaluated students are expected to perform with a competent or excellent under that criterion. Cronbach's alpha reliability coefficient for available data was 0.838, suggesting that the items have relatively high internal consistency. Portfolio Rubric item 8 (Evidence 1.1.1, page 15) evaluates grammatical skills shown by the candidates: 96.77 % (60/62 of students) of the students achieve as expected. Results from ANOVA and Tukey Post Hoc analysis showed no statistically significant differences among groups (F=1.359, p=0.264). Evidence 6, 12 and 13 shows results for 2014-2015 and 2015-2016 (Evidence 6 page 15, Evidence 12 page 20 and Evidence 13 page 15).

On the other hand, the course grades demonstrate how well the candidate is acquiring the knowledge, skills, and dispositions for that specific course. During 2014-2015 the 89% of students who took the EDUC 106: Introduction to Education (Evidence 3.4.1, page 1), pass the course with A, B or C. 92% of the students who took the EDUC 401: Clinical Experiences Seminar course (Evidence 3.4.1, page 69) finished with A, B or C and the 100% of the students who did the Practicum finished with A or B. During 2015-2016 the 83% of students who took the EDUC 106 course finished with A, B or C. The 87.1% of the students who took the EDUC 401 course finished with A, B or C and the 100% of the students who did the Practicum finished with A, B or C, only one finish with C. During 2016-2017 the 84.76% of students who took the EDUC 106 course finished with A, B or C. The 92% of the students who took the EDUC 401 course finished with A, B or C and the 98.21% of the students who did the Practicum finished with A, B or C, only 3 students finish the practicum with C (Evidence 6 page 15, Evidence 12 page 20 and Evidence 13 page 15). This is a clear example of how well the student is performing in the program.

This data shows that the students are acquiring the necessary skills to be professional teacher in the PRDE, as you can see in each table there is a high percent of students passing the courses.

The Puerto Rico Teacher Certification Exam (PRTCE) results provides evidence that demonstrate the program's effectiveness (Evidence 1.1.8, pdf 16). The 2014-2015 Annual Report (AR) shows on page 7 that 77 candidates out of 84 pass the PRTCE test (Evidence 6). The 2015-2016 AR shows on page 18 shows that 59 out of 66 candidates pass the for the PR 21 – Elementary Level and 11 candidates out of 11 pass the PR 25 – Secondary Level (Evidence 12). The 2016-2017 AR shows on page 7that 40 candidates out of 45 pass the PRTCE test (Evidence 13). The College Board prepares this exam and it was administer to all students authorized by SoED to take the test. The PR10 exam is the component of the Puerto Rico Teacher Certification Exam (PRTCE) that measures concepts related to the general education component of the program. Since March 2015, PR10 is part of the General PRTCE that includes both, the general education and the professional pedagogical component. The cut-off score of the test is 89 points in a scale from 40 to 160 points (theoretical mean of 100 points). There was achieved the expected 75% of students approving the test. There were No statistically significant differences were identify between groups after an Independent Samples t-Test analysis. Evidence 6, page 5 present that in 2014-15, 91.67% of students pass the test. Evidence 12 page 18 present that in 2015-2016 91.18% pass the test, and in Evidence 13 page 15 shows that in 2016-2017, 88.89% pass the test. This is prove that candidates are sufficiently prepared to take the test after their practicum experience.

According to the PRDE, the SoED candidates who wants to acquire a teacher certificate must have a minimum of 2.50 cumulative GPA and successfully meet the minimum scores on the three PRTCE exam. The Elementary Level cohort for years 2014-2015, 89.39% of candidates pass the test, for years 2015-2016, 89.47% of candidates pass the test and for years 2016-2017, 90.32% of candidates pass the test. For the Secondary Level cohort for years 2014-2015, 89.47% pass the test, for years 2015-2016, 100% pass the test and for 2016-2017, 85.71% pass the test. This means that the average for the 3 cycle is 89.82%, this indicates that the program is steadily having students passing the exam and acquiring its certification.

1.2　Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their professional practice.

SoED ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their professional practice. In the SoED programs, each class offered activities that demonstrate that the student do research and apply it to its professional growth. The following courses shows that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their professional practice.

EDUC 106 emphasized in the analysis of the school scenarios. The News Critical Analysis (Evidence 1.2.1, page 1) is the best way to ensure that student research about the latest topic of interest in the profession. The main purpose of the News Critical Analysis is to evaluate how the candidates work their understanding of a specific topic and how to apply the information to his education as a future teacher. They answer questions related to the application of the news to their profession. A news analysis is a subjective writing in which the candidate expresses his opinion or evaluation of certain topic. The candidate needs to break down the information and need to research in order to sustain its opinion (Evidence 1.2.1, page 1 & 2). Evidence 1.2.1 page 3, shows a candidate example in which there is an analysis of news. News Critical Analysis Rubrics criterion #6 express if the candidate clearly expresses the applicability of the news in his training as a future teacher, and #7 explain the implications that the news may have for the educational process. This activity appear also in EDUC 401. The purpose of the activity is to research and analyze about the Educative System of Puerto Rico. In addition, to how teachers can contribute and improve the educative system. Evidence 1.2.1 page 17, shows a candidate work sample and evidence 1.2.1 page 38 (see item #5) shows the rubric. In items #5, you can appreciate how the professor evaluates the applicability of the research news to the formation of the candidate as a teacher. Both rubrics were review with the CAEP Evaluation Tool for EPP-Created Assessments Used in Accreditation (2017). We find that both rubrics need to be review to reach the CAEP adequate level. Evidence 10 show a description of the phase-in plan that details the type of reliability and validity test that is being investigated or established and the necessary steps to ensure the reliability of the data from the assessment for the rubric.

EDUC 401 (Evidence 1.2.3) is the second clinical experience requirement in the School of Education's Teacher Preparation Programs. It includes fifteen hours of a campus-based seminar and 30 clinical experiences hour of direct observation and active participation in at least 2 different school scenarios, as well as 15 lecture hours. This course help the student to understand the teaching and learning processes in an active and direct way under the supervision of a cooperating teacher but without having a group fully in charge as it would be in the clinical experience. In this course, the students undergo research because they have to prepare various lesson plans trough the duration of the course. One of the things that needs to be elaborate in the lesson plan is the teaching strategy and the learning styles. The candidate need to research about these topics before they start the elaboration of the lesson plan. Evidence 1.2.2 (see note on page 14) shows the Public Policy for the Learning Process Planning (Circular Letter 3-2016-2017), this letter shows the instructions that PRDE requires teachers to use when preparing a lesson plan. From page 2 to page 7 there is a description of the different parts of the lesson plan and their definition. The teacher use this information to modify or improve their lesson plan. Evidence 1.2.1, on page 42 shows the candidates lesson plan example in which he needs to apply the instructions on how to elaborate a plan that the circular letter indicates in all its parts, the lesson plan includes unit title, lesson subject, objectives, grade, activity (beginning, development, closing), materials, evaluation and reflection. The development section (Evidence 1.2.1: see note on page 43) shows the strategy selected to transmit the content of the lesson and the evaluation section shows the evaluation strategy. In this two section, the candidate needs to show the latest trends and for doing that they need to research. Evidence 1.2.1 page 41, shows the instrument used by the cooperating teacher, where he/she makes the observation of the student's performance when presenting the class. The cooperating teacher documents the strengths and weaknesses displayed by the student. Then the observations discussed with the candidate so that he can improve his execution. Evidence 1.2.1 page 49, shows the rubric (Guide for observing the class and measuring the execution of the teacher candidate), elaborated by the course professor, used as the assessment for the activity and used by the cooperating teacher. This rubric is the evidence that the candidate perform a demonstrative class in a real classroom, it also show in item 2.4 the evaluation of how the candidate use adequate materials and technological resources for the design lesson according to its content, and in item 2.5 evaluates if the candidate use a variety of teaching strategies and methods. The cooperating teacher grade the student in this two items with excellent (4), this is an indicator that the candidate performance demonstrate how to prepare a lesson using research information about best practices for the lesson. Another rubric that is use to demonstrate that the candidate research is the Lesson Plan Rubric (Evidence 1.2.1 page 51). In the criteria's 1, 3, 6, 7, 8, 11, 12, 13, 14, and 15, the student need to demonstrate the innovations and new trends in teaching strategies, in order to do that the candidate need to research for the topics in question This two rubrics were reviewed with the CAEP Evaluation Tool for EPP-Created Assessments Used in Accreditation (2017). We found that in general, both rubrics are CAEP adequate level, but on items 4 and 5 they are below adequate. Evidence 10 show a description of the phase-in plan that details the type of reliability that investigate or establish the necessary steps to ensure the reliability of the data from the assessment for both rubrics.

 In EDUC 441-445 Practicum Teaching (Evidence 3.4.1, page 49) , the candidate has to prepare in writing the lesson plans daily, exams, exercises, homework, and have them available for the cooperating teacher and the University Faculty Supervisor to evaluate. The Lesson Plan is organize in chronological order, and place in the lesson plan book. To complete this task the candidate needs to research about the latest lesson plan format that the PRDE Public Policy for the Learning Process Planning, Circular Letter 3-2014-2015 (Evidence 1.2.2, page 23) has establish. Evidence 1.1.3 shows an example of a lesson plan developed during the practicum. The plan is develop using the PRDE Public Policy for the Learning Process Planning, Circular Letter 3-2014-2015 (Evidence 1.2.2, page 23). If you compare evidence 1.1.3 with the instructions highlighted and noted in evidence 1.2.2 (page 25) you can see that the candidate include other important parts that allows anybody to follow the lesson plan. According to Nesari & Heidari (2014), the lesson plan is a written description of the teaching process in which it is shown what, when, where and with which strategies or method teachers used in order to learners should learn and how they should be assessed. The lesson plan is one of the most important factors in the educational process.

To help the student in the meaningful construction of knowledge, the educator must incorporate active learning strategies into the planning and teaching process. Using the research method the candidate makes sure that when developing his plan he will be incorporating the appropriate strategies for the content that he will be developing in the classroom. Evidence 1.1.4 shows the lesson Plan Rubric that correspond to the Lesson Plan mention before (Evidence 1.1.3). The instrument consist of 31 criteria's, in criteria 1.2, 2.1, 2.4, 2.5, 2.8, 2.16, 3.4 reflects the knowledge of the candidate obtained through the investigation. This is the same rubric as in Evidence 1.2.1 page 49, with different names, after the Phase-in plan this will be correct.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music [NASM]).

Every teacher that wants to work in the PRDE needs to comply with the PRDE Professional Teacher Standards. According to the standards (Evidence 1.1.2, pages 17 and 19), the PR teachers (and candidates) need to know and understand the concepts, processes and skills inherent to his subject according to the level he teaches and, in addition, must consider the way in which it is taught in order to promote a more relevant and effective learning in his students. The Methodology Courses in the subject matter (EDUC 206-208, 213, 222, 225, 331, 332, 333, 360, and SPED 360, see Evidence 1.3.1, page 78-94 for courses description) are designed to offer the candidate the practical and theoretical experience needed to teach in the PRDE. The course divided into three parts: theory, the teaching of the subject matter in the level selected, and curriculum. Specific knowledge to be acquire by the candidate emphasized in the last part of the course. The course discuss the Professional Teacher Standards of Excellence and the Circular letters.

For example in SPED 360: Methodology for the Teaching of Exceptional Children, the candidate centers its study on characteristics and learning styles of the exceptional child; evaluation and educational prescription; special equipment and teaching materials; educational technology and its adaptation to the exceptional child; curriculum adaptation; preparation of objectives, and daily, individualized teaching plans. It emphasis the demonstrations and practice. In this course, the professor asks the candidate for a written work on the PRDE Content Standards of K-12; in this work, the candidate will write down objectives and activities by subjects adapted to the child with disabilities, in this matter the candidate apply the content and pedagogical knowledge according to the PRDE requirements (Evidence 1.2.4, page 1).

The Teacher Preparation Comprehensive Test (PPM) is a comprehensive exam developed by Universidad Ana G. Méndez (Evidence 1.3.2, page 1) and administered to all students in the capstone courses EDUC 435: Interdisciplinary Seminar and EDUC 436: Pedagogical Integration Seminar (Evidence 3.4.1, page 45). Students in EDUC 435 took the general education test (Fundamental Knowledge and Communication Competencies Test); and students in EDUC 436 took the pedagogical test (Professional Competences for Elementary or Secondary Level). This test demonstrate that the candidates apply content and pedagogical knowledge in response to standards of their specialized professional are. Students approving both parts of the PPM Test advance to the practicum experience and receive the institutional authorization and certification to take the Teacher Certification Exam (PRTCE). In April 2017, 44 candidates approve the Fundamental Knowledge test, this represent a 71% in comparison to the entire institution (69%), and 52 candidates approve the professional test, and this represent a 76% in comparison with 73% of the whole institution. In December 2017, 40 candidates approve the Fundamental Knowledge test, this represent a 66% in comparison to the entire institution (67%), and 35 candidates approve the professional test, and this represent a 66% in comparison with 79% of the whole institution. In April 2018, 46 candidates approve the Fundamental Knowledge test, this represent a 81% in comparison to the entire institution (75%), and 41 candidates approve the professional test, and this represent a 72% in comparison with 73% of the whole institution (Evidence 1.3.2, page 13). One of the reasons that in December there is a decrease in the percentages could be because of the situation with the Hurricane Maria. During that semester, the working and

studying conditions were very difficult and unstable because of the electricity and water shortages. The tendency that we observe in this data is that the percentage in the Fundamental knowledge is increasing and the percentage in the Professional part is decreasing, SoED Dean is aware of this tendency and is making the necessary plans to work with this situation. We need to collect more data to continue the analysis of this phenomenon. Evidence 1.3.2, page 30 shows a table that summarize these results.

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

The PRDE has the responsibility of guaranteeing that all Puerto Ricans have access to a liberating, integral and pertinent education that will help them develop fully in their lives. To achieve this goal, the school create the ideal conditions for the student to take ownership of the tools that society offers for their development; recognize the diversity of students and develop different alternatives to achieve maximum development of their abilities; support the socio-emotional development of their students and allow students to find or build their own space in society. In order to guarantee the full and integral development of our students, it is also essential to raise standards in the teaching and learning process, promote excellence and significantly reduce the gaps in academic achievement. To this end, actions promoted to ensure a quality teaching and learning process, responsibility and creativity to meet the educational needs of our children and young people and provide staff with the necessary resources that can support their educational management. The Puerto Rican school must be an effective instrument for the construction of a just and democratic society, cultivating ethics, solidarity, and social conscience. It must be a dynamic unit of social change, capable of explicitly develop the attitudes, skills, and knowledge that prepare students competently and creatively to face the challenges of the modern world. The education must respond to the varied needs and talents of the students, diversifying the offers with creative alternatives of learning and evaluation, both in regular and extended hours. SoED recognize the importance of the development of knowledge and academic competences, in harmony with the student's emotional and social development. Because of that the PRDE mission is guarantee a free and non-sectarian education that develops the attitudes, skills, and knowledge of all students (candidates). Moreover, to prepare them to perform successfully in a globalized labor market and competently and creatively to the challenges of the modern world, independent, apprentices for life, respectful of the law and the natural environment, and capable of contributing to the common well-being. (http://ut.suagm.edu/es/educacion, PRDE Vision and Mission, http://www.de.gobierno.pr/41-institucion/1141-filosofia-educativa).

To demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards, candidates are required to use the Public Policy for the Learning Process Planning Circular Letter 3-2016-2017 (Evidence 1.2.2 page 14). It shows the instructions that PRDE requires teachers to use when preparing a lesson plan that reflects the use of PRDE Standards and Expectations for each grade level. In the letter, it explain that planning directs and organizes processes for the development of student competencies based on the essential knowledge of the 21st century: knowing, knowing how to do, knowing how to be and knowing how to live together. It must respond to the identified needs of each subgroup of students through differentiated instruction. In this sense, the success of educational management depends, largely, on whether it is effective, coherent, meaningful and progressive. This process provides a greater connection by rationalizing the tasks, preparing the material, reviewing the contents and anticipating situations. Also, avoid improvisation; reduces uncertainty and contradictory actions; unifies criteria in the teacher's tasks; guarantees the use of school time and allows the participation of all the resources involved to be coordinated. Evidence 1.2.1 (page 42) shows an example of a lesson plan. As part of the plan development the candidate, need to use the standards an expectation as we mention before. This plan is a reflection of the use of standards and expectations according to the grade and level. The first part shows the standard: Phonetics and word recognition; then the indicators that is specific to the skills that need to be developed: Recognizes the words of masculine and feminine gender that do not agree with the common

rules. The indicators reflect the necessary skills that must be developed and represent a highly rigorous curriculum that integrates the essential knowledge of the 21st century professional. Criteria 1, 3 and 6 of the Lesson Plan Rubric (Evidence 1.2.1, page 51) is align with what the PRDE ask in the Circular Letter. In criteria 1, the candidate must use the formats suggested by the PRDE to draft the unit's plan or the daily lesson plan. In criteria 3, the candidate must plan the teaching according to the standards, expectations and indicators (Evidence 1.2.2, page 15) of the level, grade, and discipline taught. In criteria 6, the candidate needs to relate objectives, standards and content expectations. In this way the SoED faculty can ensure that the candidate demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards through the Content Standards for each level (Evidence 1.4.1).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning, and enrich professional practice.

EDUC 44_ Practicum Teaching is a clinical experience in which the candidates participate in a real educational setting to practice knowledge acquired in the education courses. The candidate will gradually assume teaching responsibilities in a real classroom. The Teaching Practicum Evaluation Instrument (Evidence 1.5.1) utilized to evaluate the integration of technology the criteria 4.4 (page 5). In this criterion, the candidate needs to demonstrate that he effectively uses different elements of technology to communicate ideas more clearly and effectively and to improve teaching. The evidence show an instrument evaluated by the Practicum University Faculty Supervisor and the Cooperating Teacher. Candidates have a deep understanding of the critical concepts and principles of their disciplines and by program, completion can use discipline-specific practices to advance the learning of all P-12 students toward the attainment of college and career-readiness standards. Data from the evaluation instrument indicates that candidates use and have their P-12 students use technology when teaching lessons during their practicum. Program Practicum Final Grades indicates that an average of 99.4% of candidates pass the courses with A, B or C in the past 3 cycle as reported in the ARs 2016-2018 (Evidence 6 page 15, Evidence 12 page 20 and Evidence 13 page 15) . This indicates that candidates comply with the PRDE standards for technology integration standards among the other standards.

Specialty Licensure Area Data

Program Review Option (per state partnership agreement)

CAEP Program Review with National Recognition (SPA)

CAEP Program Review with Feedback (State-selected standards)

State Program Review (State-selected standards)

XXX Answer the following prompts for programs reviewed for National Recognition (SPA) and Program Review with Feedback.

Upload state reports for state reviewed programs.

1. Based on the analysis of the disaggregated data, how have the results of specialty licensure area or SPA evidence been used to inform decision making and improve instruction and candidate learning outcomes? (Answer this question only if you checked "CAEP Program Review with National Recognition (SPA)" or "CAEP Program Review with Feedback" in the previous question)

Based on the analysis of the disaggregated data, collected from 3 cycles, the results of specialty licensure area gives the SoED committees the opportunity to make inform decision to improve instruction and candidate learning outcomes. Also, plan and develop appropriate programs, decide which evidence-based interventions to select (i.e. have they been evaluated with the target population), use limited resources where they are needed most, and see important trends in behavior and achievement. The revision of the SPA's requirement has led us to establish a plan to start seeking accreditation for all programs with SPA's. SoED is making plans to establish the timeline to schedule the SPA's accreditation for each program.

One of the advantage of analyze the disaggregated data is that it gives you the foundation to make decisions. For example, after a careful review of all the data available, we found that there is no electronic system structured for the data collection in place. However, decision-making was always made using the data from the final grades of the students, grades of the professional courses, the scores of the PPM/SIAAM (Evidence 1.3.2, page 13), PRTCE exams from the PRDE, of the Clinical experiences and Dissertation test and thesis results. Because of this finding, we started to meet with the appropriate persons in the institution to implement various structured and systematically procedures to ensure the data collection as foundation for the evidence used for decision-making. Evidence 1.3.2 page 30, shows a summary of PPM/SIAAM test results for the last 3 cycles. As a conclusion, we are planning to implement a digital platform for data collection system. Despise that every SoED program has collected a minimum of three cycles of evidence specific to student learning outcomes and competency in their specialty area as we can see in the ARs (Evidence 6, 12 and 13). The data collected and analyzed used in the 2018 AR for Undergraduate Programs (Evidence 6 and 13), is share with all the SoED committees, prepared uploaded into SoED webpage. Additional, the SoED is planning to design all the courses in the Blackboard platform; this will facilitate the collection of data and information about the activities developed in the courses. In addition, there are conversations to establish a platform that allows us to collect the data in an organized and systematic way. Another result was that the instruments of feedback of the student in the three levels, initial, intermediate and advanced had not been compiled, reason why it began to be compiled again, we will have evidence of this data for December 2018. Another result from the review was that we have found that the Assessment of the Competences of the Professional Level- Clinical Experience Practicum (AOCPL-CEP) used to evaluate the candidate final performance in the teaching practicum course did not have the inter-rater reliability analysis. We are making plans to do this statistic with the rubrics on this semester. We look for rubrics from previous years to establish the statistical analysis as the pilot (Test-retest Reliability and Face Validity). This rubric was also revised recently (2017) but it does not have this statistic, so we decided to do it as a pilot during this semester (See

Evidence 10). Another result is that the graduate assessment system was not structured; the Dean has appointed a group of professors to start working with the new Graduated Assessment System. The SoED implemented the system immediately. In addition, we found that there is a need to standardize the Course Guide Format so that all of them have the required information that allows the review of both the course and the program and serves to make decisions according to the needs that arise for each of the programs. There is a need to review of rubrics used in the key courses and review rubrics made by the faculty to comply with CAEP requirements (Evidence 10). SoEd is planning to develop workshops to capacitate the faculty in the preparation of effective rubrics.

Another area of improvement found was that the Feedback Survey Level 1: Initial-Beginner (Evidence 1.1.1, page 1), Level 2: Pre-Professional (Evidence 1.1.1 page 3) and Level 3: Professional (Evidence 1.1.1, page 5), that was design to gather information about candidates knowledge, skills, and dispositions/values wasn't administer in the past 3 cycles. The SoED Dean decided to start administering this survey again. Candidates results gather in December and the preliminary statistics results are included here and will be included in the AR.

Another area of improvement is that the course EDUC 515: Practicum in School Administration and Supervision (Evidence 3.4.4, page 10), from the Master Degree in Educational Administration (MDEA) has a Practicum Manual that have many areas of opportunities, the SoED is reviewing with the faculty this manual (Evidence 5.1.1, page 23).

2. Based on the analysis of specialty licensure area data, how have individual licensure areas used data for change? (Answer this question only if you checked "CAEP Program Review with National Recognition (SPA)" or "CAEP Program Review with Feedback" in the first question of this page)

Each Initial Program has utilized their program data to determine if their program successfully measures actual growth over time of their candidates. The individual licensure areas used data to confirm perceptions of what is really happening. For example, in PRTCE cohort 2014-2015 in the Initial Programs, there were no candidates for the Spanish specialty (Evidence 6, page 8, table 19). English majors represent 80.05% (17/19) of the Secondary Education candidates in the cohort with a 89.47% pass rate; Social Studies candidates represent 50% (3/6) with a 50% pass rate; and Science and Math candidates represent 4.34% each (1/26), both with a 100% (1/1). English Majors received additional preparation for the Puerto Rico Teacher Certification Exam (PRTCE) and their pass rate has increased. According to the Circular Letter 16-2010-2011 of the PRDE, the students that seeks a teacher certificate needs to score in the PRTCE for the Fundamental Knowledge 92 pts, Professional Competencies 'Elementary Level 89 pts and Secondary Level 87 pts. However, Social Studies major have had a decrease in pass rate and will receive additional treatment to reinforce the preparation for the next test administration. Additional reviews and test orientations are offered in order to support those students through a collaborative effort from History and Social Science specialists who are faculty members at the General education Deanship (Evidence 10). The results obtained for each of the areas mentioned, help to make adjustments. In this way, the candidate helped to achieve the objectives of the program and the courses.

For the Advance Programs, the data collected help to make decisions. For example, the number of enrolled students in SoED Educational Leadership Program decreased from a combined number of 161 students in both degrees to 132 students in the past three academic years (Evidence 7, pdf page 3). MEd program received major impact going from 91 to 63 students. As a conclusion of the analysis of this data through the years, this show us a consistency in the decreasing number of enrolled students through the years. This help the stakeholders make decisions in order to make plans. At this moment, the administration is analyzing the data and all the information available in the School of Education after Hurricane Maria and make plans for the school recuperation. SoED is making effort to increase the candidate's population by reviewing the programs, courses and rubrics of each program and with the accreditation of its programs through the SPA's, for both levels.

SPA's define content-area standards for programs. The approval of Initial and Advanced programs through standards, give you consistency in the professional association (SPA) program standards. The use of standards provide the foundation to the program quality and establish a baseline to measure the performance of the student. According to Kelly, (2019) standards provide people and organizations with a basis for mutual understanding, and used as tools to facilitate communication, and measurement. Standards are everywhere and play an important role in the evaluation of programs.

Standards set clear and measurable goals; they inform educators about what the outcomes of a course of study should be. Common Core and other state college and career readiness standards define the skills and knowledge that students must obtain for preparation for college, work and life; standards also guide the goals that educators must follow. Standards are what curriculum, assessments and professional development are designed to support and achieve. For this reason, the alignment of the InTASC standards with the objectives of the program and the Teacher Professional Standards of Puerto Rico 2008 (Evidence 1.1.2) is an important tool. In this way, we can determine if the courses in each program can provide enough evidence to show that the program is align to the SPA's. Evidence 1.1.6 shows an example of the alignment corresponding to the Bachelor Degree in Preschool Program. The table shows the alignment between the InTASC Standards with the program courses, suggested activities and assessment with an explanation of the task. Evidence A.1.2.2 shows the alignment between CAEP A.1 Standards, the Graduate Program Objectives, the Director Profile, ELCC Standards with Master Program in Educational Administration courses and Doctoral Program in Educational Leadership courses. This information gives you an idea of how well balanced are the programs compared with the standards.

During this accreditation, process the School of Education (SoED) of the UAGM, Gurabo Campus (UT) will not be submitting evidence based on the standards of the SPA's. However, one of the plans that SoED has is to begin the process of accreditation of each of its programs through its corresponding SPA, despite the fact that the PRDE does not require that the programs have specialized programmatic accreditations. On the other hand, the programs that belongs to the SoED and does not have SPA's are treated the same to guarantee the quality of the experiences that the candidate need to received. In addition, as part of the Institutional Work Plan, the Strategic Development Guide (GED) was created in a participatory process of identifying and analyzing strengths and weaknesses (internal and external factors), and considering the licensing and accreditation processes. It also considered the Mission and Vision of UAGM Gurabo Campus. This process involved faculty, students and administration. Academic Board and Administrative Council also approved it. Here, strategic goals implanted annually are through the implementation of units work plan, which contain measurable goals and objectives (Evidence 5.3.1 page 5, Figure 2). This Plan is a working tool for the SoED and administrative offices. The document indicates how to conduct assessment in a practical, cost efficient and effective way. For practical reasons, this document divided in two parts is Assessment of Student Learning and the Assessment of Institutional Effectiveness. The purpose of Student Learning Assessment is continually review the learning experiences of our students at SoED, and its focus is to guide academic programs in the development of student learning outcomes and evaluate what students should learn. Therefore, assessment of student learning shall be primarily course-embedded and program-based. A secondary purpose of assessment is accountability, which is demonstrating that we are effective in achieving our vision, mission, and particular institutional goals.

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Standard 2: Clinical Partnership and Practice (Initial Programs)

i. Evidence/data/tables (Upload each item of evidence under the appropriate component(s) of the standard.)

ii. Analysis Report. Write a narrative that delineates the connection between the evidence and the Standard.

For guidance, click here

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation, including technology-based collaborations, and shared responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Higher Education Institutions in Puerto Rico establish their agreement with the PRDE through circular letters, the directives according with the new tendencies of what the teacher need to implement in the classroom and what the student need to learn. Also in the PRDE Public Policy for Clinical Experiences, the PRDE authorized the EPP's in PR to select the Practicum Center (Evidence 1.2.2, page 12, Article 3, second paragraph). At the end of each semester the SoED summit a report that specify in which Practicum Center (School) are the candidates (Evidence 2.1.2). SoED has always been in contact with PRDE and regularly attends invitations to meetings related to teacher preparation programs. The Public Policy of the Educational Clinical Experiences Program (PECE); before, Teaching Practice Program (Evidence 1.2.2, page 7), establish the regulation for the practice centers and the definitions and concepts.

The clinical practice internship is the last of the clinical experiences that the student of SoED at UAGM Campus (UT) completes before graduating. In this five (5) credits course, the candidate gradually assumes the responsibility in the teaching of a subject to a group of students of the elementary or secondary level and the tasks of direct services to the student that are necessary in the teaching environment. In this level, the candidate observes, reflects, reacts, eventually teaches and evaluates various situations of the instructional process that are common in the classroom. SoED has defined the learning outcomes that teacher candidates must achieve in terms of the knowledge, skills, and dispositions that all education professionals must possess. The candidates must also demonstrate their performance and commitment to the guiding principles of our Conceptual Framework: leadership, collaboration and reflection. The different study programs can add knowledge, skills, and particular dispositions to their discipline that candidates for teachers of those particular programs should acquire.

To comply with this component is important to understand that the institution and the PRDE has agreements based on informational meetings organized by the PRDE, Circular Letters and Policies issued by the PRDE. To establish a collaborative agreement between the institution and the Practice Center the Practicum Coordinator send a collaborative letter to the School Director and officially establish the school as a Practicum Center (Evidence 2.1.1, page 1 & 2). SoED teaching frame the practice programs in the curricular reform of the PRDE, which directs its efforts towards educational excellence with humanistic bases. The major emphasis is towards the development of thinking skills and the integral development of the student, taking into consideration that the student is a human being with cognitive and affective abilities in continuous development. In addition, it based on the educational practice of constructivist pedagogy in which the teacher assumes a mediating role and facilitator of learning, while the student becomes an active subject, able to direct and self-assess the progress of their own learning and to reflect by making use of their experiences. This perspective requires analysis and reflection based on the Teacher's Professional Standards of Puerto Rico (Evidence 1.1.2), as published by the

PRDE and the theories of learning that facilitate the process of training the candidate, so that you start in the profession with a mastery adequate of the processes required for the classroom teacher.

The teacher's preparation process is a shared responsibility between universities, the public and private educational system, and professionals in the field of education. The development of responsible and reflective effective teachers in educational decision-making in a globalized society requires a professional preparation carefully delineated and developed collaboratively with the parties involved. The Regulation for the Organization and Functioning of the Educational Clinical Experiences Program (PECE) establishes that every cooperating teacher must be certified (Evidence 2.1.1, page 5) through a preparatory course that enables him/her to supervise and evaluate the clinical experience of the candidates according to their category, in addition to providing opportunities for continue to strengthen their professional competences. In compliance with this, SoED offer the following courses to certify the Cooperative Teacher: Preparatory Course for Cooperating Teachers (3 credits/45 contact hours) addressed to principals and teachers interested in becoming certified for the first time, and a Recertification Course for Cooperating Teachers (1 credit/15 contact hours) addressed to principals and teachers interested in renewing their certification. The requirements of SoED for a teacher to participate in the preparation or renewal course are letter of Recommendation from the School Director (Endorsement Form), copy of the Regular Teacher Certificate, regular position in public or private school, and minimum of three (3) years of experience. All teachers interested in receiving student interns in their classroom must have their current Teacher Certificate in compliance with the provisions of the Teaching Practice Regulations of the PRDE of Puerto Rico (Evidence 1.2.5, page 14). In this course, the future Cooperative Teacher elaborates an electronic Portfolio (Evidence 2.1.1, page 3). Only cooperating teachers of the private system have certification in areas for which the teacher has a regular teacher certificate. After completing the course the Cooperative Teacher receive a certificate that certifies that is prepared for attending Teacher candidates in it classroom (Evidence 2.1.1, page 5). The Cooperative Teacher and the Cooperative Director receive a payment when at the end of the Clinical Experience (Evidence 2.1.1, page 4).

All participants complete an electronic portfolio. This portfolio will be the assessment instrument that is design by the cooperating teacher to be certified or that renews its certification. The portfolio includes a series of folders that will facilitate the collection of documents (Evidence 2.1.1, page 3), materials and reflections that will validate the teacher's preparation to exercise his role as a cooperating teacher during the final clinical experience of the Teacher Candidate: Teaching Practice. The third folder of the portfolio (Administrative documents) includes the specific guide of the portfolio design. To facilitate the process, a portable storage device ("flash drive") is deliver with the portfolio to each center of clinical experiences. The " flash drive "must stay in the clinical experiences center office to allow all the participating teachers can have access to it. The participants must record the portfolio on a flash drive, add his name to the title of the portfolio to personalize it (Example: Portfolio Master Course Cooperator UT – Mayra Jiménez). Then, review the content and complete the assigned tasks (as described in the guide available in folder 3), and record the portfolio with the completed tasks in the "flash drive" (Evidence 2.1.1, page 9).

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both EPP and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

SoED ensures that it has effective partnerships and high-quality clinical practice in its initial preparation programs. It enables candidates to acquire, cultivate, and enhance the knowledge, skills, and dispositions to serve all P-12 students and positively influence their learning and development. In order to comply with this component the SoED employs high-quality clinical educators, including the school-based, who positively influence

candidates' development with modeling positive attitudes and best teaching practices. This ensures the quality of Cooperating Teachers and University Faculty Supervisors. Following the Public Policy of the Educational Clinical Experiences Program (PECE); before, Teaching Practice Program (Evidence 1.2.2, page 11) requirements we guarantee the fulfillment of PRDE statutes. As establish in the Teaching Practice Experience Manual (Evidence 2.2.1, page 9), the Cooperative Teacher must comply with the following requirements. First, the Cooperative Teacher must have a teacher regular position with a minimum of two (2) years of experience in the concentration or level in which they will serve as a Cooperative Teacher. Second, have a proven academic and professional competence, certificate of having approved the Training Workshop for Cooperating Teachers that include a teaching practice of forty-five (45) hours and the recommendation of the school director. The Teaching Practice Coordinator and the corresponding Associate Dean (AD), carries out the selection process and the School Director, as it is describe in the Teaching Practice Experience Manual (Evidence 2.2.1). In this procedure there is no collaborative letter signed by the parties, this is because in the public school there in no certainty of working with the same cooperative teacher each semester, but in the private school there is a collaborative alliance and is sign by both parties (Evidence 2.2.1, page 1).

As part of the work needed in order that every student receive the best experience in the practicum both parts has their responsibilities in the supervision of the candidate. The Cooperative Teacher is responsible of, first; facilitate the adaptation process of the candidate to the school environment. Second, perform the corresponding functions as a member of the facilitation team. Third, systematically guide the candidate in the application of the principles that govern the teaching-learning process, modeling teaching techniques according to the constructivist approach in a creative and innovative way. Fourth, facilitate the application of the theoretical knowledge acquired by the master student, observe and exercise professional ethics in the performance of their duties and model professional standards. Five, guide the candidate in the planning, management and organization of the classroom, the mastery of the language of the subject. Six, maintenance of professional records and work with parents, participate in professional activities organized by the UAGM, Gurabo Campus, provide opportunities for the candidate to reflect on their educational practices, and collaborate with the university-supervising professor in the periodic and final evaluation of the executions of the candidate. The evaluation of the Cooperative Teacher will have a weight of 30% in the final evaluation of the candidate, and 11. Maintain a record of information about the professional progress of the candidate (Evidence 2.2.1, page 18). The cooperating teachers must have: a minimum of three (3) years of experience in the concentration or level in which they will serve as a Cooperative teacher and proven academic and professional competence, possess a certificate of approved of the Training Workshop for cooperating teachers of teaching practice of forty-five (45) hours, and a recommendation letter from the school director. The Teaching Practice Coordinator, the corresponding AD and the School Director will carry out the selection process.

The University Faculty Supervisor is responsible for the offering of guidance to the candidate in aspects related to teaching, duties and responsibilities in the practice center, plan and develop professional development activities for teacher students, visit the candidate at his practice center a minimum of four (4) times during the semester (Evidence 2.2.1, page 19). The first visit will be exploration; two will be follow-up and one final. Evaluated on each occasion with rubrics (Evidence 2.3.1). The university professor will submit, 1. A calendar of visits at the beginning of the school semester. 2. Reports of formal observations must be completed and signed and include a narrative report, 3. The University Faculty Supervisor will submit the visit reports within a week after evaluating the candidate, 4. The teacher practice University Faculty Supervisor shall have a minimum of twelve hours of supervision-observation for each of the candidates per semester, 5. Submit the final grade of the candidate, integrating the 30% that corresponds to the Cooperative Teacher in the evaluation, 6. Coordinates the supervision team composed of the Cooperative teacher and the practice center director, and 7. Participate, together with their candidates, in the activities offered by the SoED of the UAGM, Gurabo Campus that are relevant (Evidence 2.2.1). The SoED has to report a list of the Center Directors, Cooperative Teachers, and Teacher candidates to

the PRDE as part of the clinical experience process. Evidence 2.1.3 shows the information that the SoED gives to the PRDE.

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

To ensure that the candidate received the clinical experiences of sufficient depth, breadth, coherence, and duration and to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development including technology-enhanced learning opportunities; the SoED has structured to have multiple performance based assessments at key points within the program. These assessments help to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. SoED has establish in the Teaching Practice Experience Manual (Evidence 2.2.1, page 9) the procedures to select the schools that will function as clinical centers and how to locate the candidates. The Practicum Coordinator together with the corresponding AD will select public and private schools accredited according to the law to establish the practice centers (Evidence 2.1.1, page 1 &2). Also, has establish the following criteria for the selection of the practice centers: first; possess accreditation and license. Second, have a Director assigned; the principal and teachers have the Certificate of the 45-hour Training Workshop for Cooperative Teachers. Second, have the evidence implementation of the constructivist approach and the development of innovative curricular projects. Third, use and maintain the necessary physical facilities, according to the situation and the specific circumstances of the school nucleus. Fourth, the selected schools cannot be in the improvement plan. In the Regulation for the Organization and Functioning of the Educational Clinical Experiences Program (PECE) the PRDE has establish that a school needs to comply with the following criteria to be a clinical experience center. First, the school has an administration and faculty with genuine interest and willing to participate in the development of candidates for teachers, school directors and professional counselors in the school setting. Second, the school has a faculty of recognized professional competence (see the professional standards of the teacher in Puerto Rico) which should be evidenced by the results of the evaluations carried out, the strategies established for the student's cognitive and affective development, the projects carried out and the quality of the activities. Third, the school establishes strategies to use the necessary services in the integral development of the student in an adequate and effective manner. Fourth, the school integrates and evidence the implementation of the current public policy established by its governing body (PRDE for the public schools of the system, universities for its schools, laboratories, municipalities for its schools, and the private sector according to each private school). Fifth, the school develops academic, social and administrative projects. Sixth, the proposed school integrates the school community. Seventh, the proposed school has a current license to operate granted by an official government agency, and to the extent possible, has an accredited and recognized educational organization. Eight, maintains the physical facilities necessary, according to the specific circumstances of the school core, for the development of the students and the performance of the teachers and the support staff. Ninth, staff is train to supervise candidates for teacher, school director or professional counselor in the school setting.

To ensure that the candidate received the necessary experience to become a successful teacher the clinical practice is design in steps. The Cooperative Teacher tasks that must perform in each cycle are the following: First Cycle (2 Weeks approximately) - An atmosphere of cordiality and professionalism is establish between the Cooperative teacher and the candidate. Then, guidance is offer on the rules and operation of the school and the classroom. It will be oriented in relation to the use and management of curricular guides, texts and resources available in the practice center and the community. Second Cycle (approximately 2 weeks) -The Cooperative

Teacher gives the student the opportunity to participate actively in the planning process, lesson development and achievement evaluation. Both makes plans, execute and evaluate the lessons together. They will work as a team. The Cooperative Teacher will gradually delegate a greater participation of the candidate; Third cycle (approximately 3 weeks) - In this cycle the Cooperative Teacher will allow the candidate to take full responsibility for a lesson under his observation and supervision. The positive aspects of the lesson are discuss with the cooperating teacher and appropriate reinforcement and recommendations are offered in those aspects that the candidate must improve in the teaching-learning process. The cooperating teacher must evidence everything discussed in writing and be signed by both. The teacher candidate will make his notes in the reflective journal and professional notebook. The University Supervisor Faculty will evaluate and monitor the work and execution of the candidate during this cycle; Fourth Cycle - The Teacher Candidate will continue to develop knowledge, skills, and attitudes in collaboration with the teaching practice assessment team. Continue to observe the modeling of the cooperating teacher. To the candidates from preschool and kindergarten through third grade, they will be required to offer another subject, beginning in the middle of the school semester as long as you have demonstrated mastery in the content of the first subject. There is no way the candidate will offer two subjects at the same time. The Clinical Experience University Supervisor Faculty and the Cooperative Teacher use the Teaching Practical Evaluation Instrument: Administrative Initial Visit, Follow Up and final (Evidence 2.3.1), to validate the observation of the student knowledge, skills, and dispositions. They also use the SOEDAS Assessment of Competencies Professional Level Instrument (Evidence 1.1.1, page 17). During the teaching practice, each candidate will be responsible for the short and long-term plans. The plans show the daily work that done with the students. In the teaching practice, the plans written in advance are corrected and sign by the Cooperative teacher before carrying them out. If the plan is not correct, the Teacher Candidate cannot give the class. If, when correcting the plan, the candidate have many errors, he have to rewrite it again. The plan date is in pencil until the day the plan is to be developed, in case an abnormal situation occurs for which the plan cannot be carried out. All plans must be sequenced one from the other. The plans will be deliver as follows: Monday; the plans for Wednesday, Thursday and Friday of that week will be deliver; Thursday; those of Monday and Tuesday of the following week will be deliver and so on. If the candidate has to be absent from school and it is a day to deliver plans, either to correct them or to pass them, it is their responsibility to send them to the Cooperative teacher. The plans will be placed and organized in a plan book, which will be divided by the subjects that the candidate teaches, with the plans already corrected and signed by the Cooperative teacher (See an example in Evidence 1.1.3 & 1.2.1, page 42). The Cooperative Teacher corrects plans and the University Faculty Supervisor, then the candidate must rewrite the lesson plan, the plan portfolio contain the plans corrected by the Cooperative teacher, they cannot be discard and will be place properly as a draft.

The Assessment of the Competencies of the Professional Level- Clinical Experience Practicum in the teaching practice (Evidence 1.1.1, page 17) evaluate the skills. The Assessment of Competencies Professional Level Instrument (Evidence 1.1.1, page 17) contain 17 competencies divided into: 1-5 (Knowledge), 6-13 (Skills), and 14-17 (Values/Dispositions). This assessment tool is use when the student reaches his/her senior year. A Likert scale measures each item: 1 (Non Acceptable), 2 (Beginner), 3 (Satisfactory), 4 (Competent), and 5 (Excellent). For 2014-2015, the behavior that depicts knowledge, skills or values/dispositions is operationally define in the assessment tool to determine the level of competence in any given item. Cronbach's alpha reliability coefficient was 0.879 that suggest that the items have relatively high internal consistency. Hundred percent (46/46 students) of the students were evaluated with a performance over the Beginner level (Scores 3-5 in the scale) in competency 1-Ability to speak Spanish with fluency and 2-Ability to write correctly in Spanish. The expected 80% of the students performing over the beginner level was achieve. The results show that the candidates demonstrated mastery in their Spanish communication skills (Evidence 6, page 5). For 2015-2016 (Evidence 12, page 3), the behavior that depicts knowledge, skills or values/dispositions is operationally define in the assessment tool to determine the level of competence in any given item. Cronbach's alpha reliability coefficient was 0.838 that suggest that the items have relatively high internal consistency. Hundred percent (71/71 students) of the students

were evaluated with a performance over the Beginner level (Scores 3-5 in the scale) in competency 1-Ability to speak Spanish with fluency and 2-Ability to write correctly in Spanish. The expected 80% of the students performing over the beginner level was achieve. The results show that the candidates demonstrated mastery in their Spanish communication skills. For 2016-2017, the behavior that depicts knowledge, skills or values/dispositions is operationally define in the assessment tool to determine the level of competence in any given item. Cronbach's alpha reliability coefficient was 0.838 that suggest that the items have relatively high internal consistency. Hundred percent (54/54 students) of the students were evaluated with a performance over the Beginner level (Scores 3-5 in the scale) in competency 1-Ability to speak Spanish with fluency and 2-Ability to write correctly in Spanish. The expected 80% of the students performing over the beginner level was achieve. The results show that the candidates demonstrated mastery in their Spanish communication skills. ANOVA results did not show statistically significant differences in SOEDAS Competence 1 ($F=1.719$, $p=0.171$) or SOEDAS Competence 2 ($F=5.494$, $p=0.002$). Tukey Post Hoc analysis was not perform because at least one group has fewer than two cases (Evidence 13, page 4).

At the three levels, the candidate must make an Educational Portfolio. A portfolio is a systematic and organized collection of evidence used by the teacher and student to monitor the development of students' knowledge, skills, and attitudes. It is a compilation of evidence and reflections documenting the achievements of the candidate in the course of teaching practice. The portfolio could include, but not be limited to, written examples, professional performance evaluations, and projects, evidence of P-12 student learning, photos and videos. The evidence of the work collected is a satisfactory sample of the achievements and learning results of the students of the Commonwealth of Puerto Rico Education Program and of the Teacher Candidate's study program. Portfolio evaluation: The University Faculty Supervisor is responsible for reviewing the candidate portfolio and providing support and assistance in the collection of materials, documentation and the reflections that accompany it. The University Faculty Supervisor will use a rubric to carry out the evaluation of the same. The Cooperative Teacher will use the portfolio as a catalyst to discuss the best teaching practices with the candidate and provide input to the University Faculty Supervisor on the evaluation of the portfolio (Evidence 1.1.1). The Portfolio Rubric is an instrument made of 11 criteria needs to be comply with the Teacher Professional Standards of Puerto Rico (Evidence 1.1.2). The rubric evaluates areas such as the candidate philosophy statement, knowledge, skills, and dispositions, reflections, grammar skills and the impact on the candidate's learning. A sample of 11 candidates from the same University Faculty Supervisor in the semester of August to December 2018 was select to determine how they came up in the above-mentioned criteria. We found that five out of 11 candidates approved with excellent the Portfolio task (55-50 points) and 6 out of 11 was evaluate as competent (49-45 points). This information give us an idea of what are the areas that need more reinforcement. The criteria that talks about the candidate's philosophy statement is an area that needs to be work more with the candidate in order for him to understand what is a philosophy and why is so important. Something important that we need to address because of the data from this rubric is that students need more reinforcement in the area of writing skills and writing an introduction (9 out of 11, 90%) and how to write its own philosophy (6 out of 11, 54%).

Standard 3: Candidate Quality, Recruitment and Selectivity (Initial Programs)

       i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

       ii. Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.

Initial Program

The retention of students has reached a priority and active role in the last years in our Institution, due to the decrease in the enrollment of students in the institution. Diversity of projects and initiatives have focused primarily on the first year experience and the continuous improvement of services for all students. As a strategic, global and integrated measure the institution strengthened, student services with a focus on academic performance. Additionally, the Retention Office (RO) has been restructure functionally and organizationally. The model to follow contemplates its strategy in three dimensions: academic, student and administrative. As part of these dimensions are the review and creation of retention committees in each school and university centers, the review of the referral process and monitoring of the student at all academic levels, among other activities. We trust that the support received by our Associate Vice-Rector for Retention, with the implementation of these strategies, will provide the projected results. In the Student Follow-Up System Manual (Evidence 5.3.2). Aligned with the RO, the focus of SoED is the development of high quality teacher candidates. SoED is committed to developing reflective, collaborative and highly effective educational leaders that will help to transform education. The three cycles of data analyzed for sufficiency determination of Standard 3 components are for 2014-2015, 2015-2016 and 2016-2017. Nevertheless, many teacher preparation programs in Puerto Rico, including the SoED has experienced diminish in the number of enrolled students in the past years.

As stated in the AR (Evidence 6 page 3), during the three-year period, the number of enrolled students in the Teacher Preparation Program have decreased. There were 763 students in 2014-15, 694 students in 2015-16 and 630 students in 2016-17. Enrollment decreased by 133 students from 2014-15 to 2015-16, and by 64 students from 2015-16 to 2016-17. The greatest impact on enrollment occurred in Gurabo Campus, where it went down by 34 students (400, 2015-16; 366, 2016-17). The off Campus Center at Isabela increased its enrollment by three (3) students. The SoEd Dean has started an aggressive campaign through Facebook to attract students to the programs offered in the SoED. Therefore, some students are completing the general education and professional pedagogical courses in Yabucoa, and have started to transfer to Campus Gurabo to take the major/concentration courses to complete their degree. This decrease in the admissions of students is a result of various factors, starting with the need of families to emigrate from Puerto Rico to the United States after Hurricane Maria. The traditional format based on a Primary Level (K-3rd grade), Elementary Level (4th-6th grade), and Secondary Level (Intermediate 7th-9th and High School Level 10th-12th grade) changed. The new format based on two levels: Elementary Level (K-8th grade) and Secondary Level (9th-12th). This change the availability of teacher positions in the PRDE is decreasing because they are closing schools due to the decrease in student population and the restructuration of PRDE and the demographic changes due to economic recession in Puerto Rico. All this factors has had an impact not only on all education programs, on all campus programs. During the first semester of 2018-2019 the enrollment for the initial program was 512 that is a 94% if is compared with the enrollment on 2017-2018 first semester that has a 99%. In the advanced program Master Degree the enrollment was 86% in comparison with the 2017-2018 first semester that has a 97%.

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and addresses community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently STEM, English-language learning, and students with disabilities.

The Associate Vice President of Admissions and Marketing designed plans each year that will begin in August until July and will have its effect on enrollment of next year in August and January. This marketing plan is for the entire institution. It includes the Gurabo Campus and its centers located in Barceloneta, Cayey, Isabela, Ponce and Yabucoa. Coordination, support, communication, incorporation and evaluation of new strategies are key elements for the development and success of this plan. The assigned human and fiscal resources are vital for the implementation of the strategies presented. The office priorities are first; stabilize and strengthen UAGM enrollment in Puerto Rico, consolidate the leadership of UAGM in the Hispanic market in the continental USA. Second, implement an aggressive marketing plan for UAGM, Third, promote the internationalization of UAGM, support an academy of excellence, Fourth, focused on a relevant offer with the highest accreditations, implement organizational re-engineering processes to reduce operational expenses. Fifth, develop a culture of "Business University". The general strategies are developed recruitment activities focused on the needs of the region, create innovative strategies for the recruitment of graduate students, and develop innovative marketing strategies through the website (Evidence 3.1.4, page 1). In alignment with these strategies, SoED is directing its effort to capture the attention of the Facebook population (Evidence 3.1.6, objective 6). There are continuous conversations with different agencies to recruit students to enroll in SoED programs. Recently conversations established were with different Head Starts in the region to attract potential candidates for SoED. According to the SoED strategic plan this year objectives under the strategic vector 1 are First, Develop two academic programs in the area of Physical Education at the undergraduate level and graduate in the classroom and online, (Baccalaureate in Sciences of Exercise and Recreation, Masters in Sports Management and Recreation, Baccalaureate in Athletic Therapeutics. Second, offer the associate degree of sports training in Ponce. Third, strengthen the infant and maternal program. Fourth, Keep all the records and manuals of the undergraduate and graduate updated. Fifth, strengthen the market for undergraduate and graduate programs. Sixth, design the online Master's courses in Educational Administration, English as a Second Language, Bilingual Education, Autism Certification, and Educational Leadership. Seventh, review the COMS 104 course as an innovative educational methodology of the School of Education. Eight, develop a new model of Service Learning that extends to the undergraduate and graduate levels. Ninth, design the model course of Service Learning to extend to the educational community. Tenth, maintain and strengthen that undergraduate students pass the PRTCE exams. Eleventh, submit annual reports on learning at the institutional, systemic and external levels (Evidence 3.1.6).

The RO (Evidence 5.3.2) has developed a plan to follow up the student performance and help with students at risk. The office establish an institutional work plan to improve retention, supervise and evaluate the development of the work plan, make recommendations on the work plan and the strategic retention plan and review policies and regulations that affect student retention processes and provide recommendations. In addition, students advised in their academic planning effectively to short and long term, ensure that the student complies with the pre-requirements of the programs and its courses. Also, create and maintain the student's updated record day through the existing physical and web mechanisms, document and intervene and record through student banner and other mechanism for the continuous monitoring of processes. The processes are such as attendance at courses, referrals of faculty and monitoring of populations in academic risks among others, give support and integrate to the processes designated by Retention Links, and evaluate students academically to confirm that they complete and comply with satisfactory academic progress and graduation requirements.

Aligned with the RO and the roles and responsibilities to comply with the teaching-learning experience, the faculty will participate in the assessment processes of SoED. Also, will be responsible for the or assessment

processes of their courses. Will help students to learn experiences in compliance with the course syllabus approved by the School or academic unit. Will be responsible for giving the students the outline or course guide in digital or printed format at the beginning of each academic period. Will recognize tolerance, respect for discrepancy, differences in criteria and acceptance of criticism as essential elements in the teaching and learning process; and will use the most innovative approaches, methods, strategies and techniques in the teaching and learning process. These responsibilities help keep the student interested in his courses and take him to complete his degree because they see the effort and dedication of the teacher in his courses (Evidence 9).

In 2017, the retention percent was 66.0%, in 2016 was 62.5% (Evidence 3.1.1). One of the reasons for this decrease can be the Hurricane Maria factor, since many families immigrated to the United States due to various circumstances. In the Advance Program, for the Doctoral Program, in 2017-2018 the retention was a 77% for the first semester and 86% for the second semester. In 2016-2017, the retention was 66% on the first semester and 81% on the second semester. In comparison, we can see an increase in the retention rate. This may be because the population of the advance programs is more adult and stable. On the other hand, for the Master Program, in 2017-2018 the retention was 53% for the first semester and 86% for the second semester. In 2016-2017, the retention was 60% on the first semester and 84% on the second semester. In comparison we can see that the second semester always have more retention (Evidence 3.1.1).

UAGM Gurabo Campus endorses community service as central to its mission. The SoED, and the institution, is involved with the community through many initiatives. At the SoED we endorse service learning as a means for future teachers to see how their knowledge and skills as professional educators can and should extend beyond the classroom. We believe that instruction in social and emotional learning should be as much of an integral part of teacher education as subject matter and pedagogical knowledge. We also view teachers as role models for their students and their communities. Because of this SoED has focused its effort in attract new students to the school using Facebook (Evidence 3.1.6).

Admission Protocol for Initial Program

Candidates applying for admission to Universidad Ana G. Méndez, Gurabo Campus must meet the following requirements: graduate from secondary school licensed by the Puerto Rico Council on Education or its equivalent. Have the University Admissions and Assessment Tests (College Board) of College Entrance Examination Board (CEEB) taken or the placement test in the areas of Spanish, English and Math provided by the RO, some Schools in the institution may have other specific program requirements. The Undergraduate Programs Catalog for 2017-2018 (Evidence 3.1.5, page 12-13) explain the General Admission Requirements. It says that High school students in their senior year can submit the admission application and provide evidence of their cumulative grade point average (GPA) (computed at the end of the first semester of the senior year) and their University Admissions and Assessment Tests (PEAU) of College Entrance Examination Board (CEEB), SAT or ACT test results. Students in their junior year of high school can start an early process by filling in the admission application and providing evidence of their cumulative GPA computed at the end of the second semester of their junior year. If there is, evidence of complaints with these additional requirements they must submitted to SoED. Admission requirements vary between specific colleges and programs. Evidence 3.1.4, page 17 explains other academic regulations for the Undergraduate Programs.

The ARC of SoED considers the following entry requirements for the associate and Baccalaureate programs overall average: 2.50 B, College Board Indexes: Verbal aptitude: 450 points, Spanish: 400 points, English: 400 points and Mathematics: 400 points. In addition, the committee conduct an interview for those that wants to be in the English specialty and the student answer an exercise that apply to Education. The interview consist of a series of question oral and written in which the student express its interest of being a teacher in English and Spanish for the purpose of determine if they have the sufficient proficiency to be in the English specialty. They also have to answer various question in essay form (Evidence 3.1.2, page 1, 7 & 13). Evidence 3.1.3 shows a comparative

table between the retention percentages of the projection and the official numbers for Master and Doctoral Program in the SoED. As you can see, there is a decrease among student totals when comparing the first semester of 2017-2018 (2018-01) and the first semester of 2018-2019 (2019-01). Evidence 3.1.1, page 13 shows two samples of the interview for two candidates or two candidates who applied for the English specialty. This interview made only to candidates who want to enter this specialty add information that is important to the admission process.

3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrollment candidates whose preparation begins during an academic year.

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board been created to expand access to higher education. Today, the membership association made up of over 6,000 of the world's leading educational institutions is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. The Academic Achievement Test (identified with Spanish acronym PAA) is a test that assesses the skills and knowledge necessary to do academic work at the university level. Since its inception, this instrument has been develop to predict, along with other criteria, success in the first year of higher education. It measures the skills and knowledge that research has shown to be important for academic success during the first year of university life. The PAA contains three components, four tests and eleven sub-parts. Reading Test measures the student's ability to understand reason, analyze, establish inferences and interpret literary and non-literary texts analysis of literary texts. Measures knowledge to identify, classify, understand, reason, analyze and interpret literary texts. Writing Test measures the student's ability to identify the cognitive linguistic operations that organize coherent and creative production into a well-written composition: 1) elision, 2) addition, 3) generalization, 4) integration and 5) particularization. Mathematics test measures both mathematical reasoning and the use of the student in the areas of Arithmetic, Algebra, Geometry and Data Analysis and Probability. English quiz measures the use of the language and reading comprehension in English in Spanish speakers who are close to completing their school studies. The results of the Academic Achievement Test (https://latam.collegeboard.org/) is use to determine the level in which the student enter the institution its first year.

As stated in the 2018 AR (Evidence 13, page 1), during the three-year period (2014-2017), the number of enrolled students in the Teacher Preparation Program have decreased. There were 763 students in 2014-15, 694 students in 2015-16 and 630 students in 2016-17. Enrollment decreased by 133 students from 2014-15 to 2015-16, and by 64 students from 2015-16 to 2016-17. The greatest impact on enrollment occurred in Main Campus Gurabo, where it went down by 34 students (400, 2015-16; 366, 2016-17). The number of new candidates interested in studying in the TPP of Cayey and Ponce Off-Campus Centers was not enough to start a new cohort, therefore there were no admissions neither enrolled students.

Evidence 3.2.1; show the College Board results and the GPA at admission. As you can see the average GPA for year 2016 is 3.16, for 2017 is 3.25, for year, 2018 is 3.20 and for 2019 is 3.13. This shows a stability of admission students to the program.

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

To monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program, the provider use various criteria that describes how the academic and non-academic factors predict candidate performance in the program and effective teaching. For the initial level, it have 3 criteria's, and the intermediate and professional level has 29 criteria. The Feedback Survey Level 1: Initial-Beginner (Evidence 1.1.1, page 1), Level 2: Pre-Professional (Evidence 1.1.1, page 3) and Level 3: Professional (Evidence 1.1.1, page 5), are designed to gather information about candidates knowledge, skills, and dispositions/values. The disposition is when the teacher candidate has the leadership and collaboration provisions expected of an education professional. This aspect is measure at the three levels. At the Pre-Professional level, future teachers (candidates) are dedicated to the study of professional courses and concentration courses that will help them acquire the knowledge, skills, and dispositions required in the teaching profession. For each level, question 6 to 9, ask the candidate if he recognized the responsibility to serve positively, showed ability and enthusiasm to work collaboratively. Also, showed respect for the teachers and classmates and cooperative teacher, establish positive interpersonal relationships that contribute to enrich his professional identity. Developed the ability to self-evaluate, demonstrated commitment capacity to achieve success with maturity. Recognized the importance of punctuality, daily attendance at classes, and the responsibility of accomplishing tasks for success, showed interest in his studies, readings, reflections and analysis of situations, as actions to enrich the bases of knowledge, and if the observation provided him with opportunities to relate the principles and theories of the conceptual framework (leadership arrangements, collaboration and reflection). These questions among others related directly to the dispositions needed to be an effective teacher in the classroom. As it was mention before, Evidence 1.1.1, page 1, 3 and 5, shows how the candidate perceive himself in these areas. For the Feedback Survey Level 1: Initial-Beginner. In the criteria 17, the 89.47% of candidates understand that they recognized the responsibility to serve positively. In criteria 18, the 63.15% of candidates understand that they showed ability and enthusiasm to work collaboratively. In criteria 19, 100% of candidates understand that they showed respect for the teachers, classmates and cooperative teacher. In criteria 20, 73.68% of candidates understand that they established positive interpersonal relationships that contribute to enrich my professional identity. In criteria 21, 78.94% of candidates understand that they developed the ability to self-evaluate. In criteria 22, 63.15% of candidates understand that they demonstrated commitment capacity to achieve success with maturity. In criteria 23, the 68.42% of candidates understand that they recognized the importance of punctuality, daily attendance at classes, and the responsibility of accomplishing tasks for success. At criteria 24, 68.42% of candidates showed interest in my studies, readings, reflections and analysis of situations, as actions to enrich the bases of knowledge (Evidence 4.2.1). In criteria 25, 68.42% of candidates understand that the observation provided them with opportunities to relate the principles and theories of the conceptual framework (leadership arrangements, collaboration and reflection).

Three instruments used to monitor attributes and dispositions beyond academic ability. The first one is the Assessment of the Competencies of the Initial Level – Beginner Clinical Experiences for Education Course 106 (Evidence 1.1.1, page 7). The second one is the Assessment of the Competencies of the Pre-Professional Level - Clinical Experiences of Education Course 401 (Evidence 1.1.1, page 9). Evidence 1.1.1, page 13, shows the alignment of each criterion with the InTASC standards. The third one is the Assessment of the Competencies of the Professional Level- Clinical Experience Practicum (Evidence 1.1.1, page 17). This instruments gather information about the disposition candidates have toward the profession such as analyzes and self-evaluates his vocation for the teaching profession, identify, describe and analyze the characteristics of diversity and inclusion in the classroom, evaluate the impact of the community and society in the classroom, project a professional presence, demonstrates leadership, collaboration and reflection arrangements. Evidence 1.1.1, page 11 shows the

criteria's align with the InTASC Standards. These instruments were use in the past but changes made through the years in the assessment process eliminate the use of the beginner and the Pre-Professional. We still using the Assessment of the Competencies of the Professional Level- Clinical Experience Practicum. We are going to start using all this instruments starting in January 2019. During the last semester 2018, we collect the Assessment of the Competencies of the Professional Level- Clinical Experience Practicum and align it with the InTASC Standards (Evidence 1.1.8) . The instrument have questions among others that related directly to the dispositions needed to be an effective teacher in the classroom. As it was mention before, evidence 1.1.1, page 7, and page 9, shows how the candidate perceive himself in this areas. We gather a sample of 18 candidates that evaluated using the SoED Assessment of the Competencies of the Initial Level – Beginner Clinical Experiences for Education Course 106 (Evidence 1.1.4, page 7), the 22% of the candidates evaluated obtained five in the criterion that evaluated if the candidate analyzes and self-evaluates his vocation for the teaching profession (Criteria 9). For the criterion that evaluated the candidate disposition to identify, describe and analyze the characteristics of diversity and inclusion in the classroom (Criteria 10), 33% were evaluated as competent but none of the candidates were evaluated as excellent. This area needs reinforced. In the criterion that evaluates the candidate projection image in the classroom (Criteria 11), 66% of completers received a four that means that they are competent, only 11% received excellent (5). For the criteria that assesses how the completers evaluates the impact of community and society in the classroom (Criteria 12), 16% of completer were evaluated as excellent, 66% as competent and 22% as satisfactory. For the criteria that evaluates the completer in how he demonstrate dispositions of leadership, collaboration and reflection (Criteria 13), 11% were evaluated as excellent, 61% were evaluated as competent and 27% are evaluated as satisfactory. These results are important to the decision making about the focus of the course and the rubric elaboration. The second instrument used to document and evaluate the completers development of dispositions (221 candidates) is the SoED Assessment of Competencies of the Pre-Professional Level- Clinical Experience for EDUC 401 (Evidence 1.1.1, page 9). This instrument has 14 criteria divided into 5 criteria that measure knowledge, 5 criteria that measure skills and 4 criteria that measure readiness for this level. For the criteria, that evaluates how the completers appreciates and respects diverse learning styles, personal beliefs and values (criteria 11), 57% were evaluated as excellent and 42% were evaluated as competent. For the criteria that evaluates how the completers projects a professional image in the classroom (Criteria 12), 80% evaluated excellent, 9% evaluated competent and 9% evaluated as satisfactory. We can notice that at this level the completers are more conscious of how their inherent qualities are necessary for being an effective teacher. The third instrument used to document and evaluate the development of dispositions in the completers is the SoED Assessment of Competencies of the Professional Level- Clinical Experience Practicum (Evidence 1.1.1, page 17). During 2018-2019 first semester, 21 completers evaluated using this assessment instrument. This instrument has 17 criteria's divided into 5 criteria that measure knowledge, 8 criteria that measure skills and 4 criteria that measure dispositions. For the criteria, that evaluates how the completers show respect for diverse learning styles, students' personal beliefs and values (Criteria 14), 45% of completers evaluated as excellent and 54% evaluated as competent. For the criteria that measure the ability of completers to project a professional image in the classroom (Evidence 10), 36% evaluated as excellent and 45% evaluated as competent. For the criteria that evaluates the ability of completers to maintain professional relations with students, peers, parents, faculty and administrators (Criteria 16), 45% evaluated as excellent and 54% as competent. For the criteria, that evaluates how the completers demonstrate dispositions of leadership, collaboration and reflection (Criteria 17), 36% were evaluate as excellent and 63% were evaluate as competent. Although the percentage of excellent is small, it noted that all candidates satisfactorily met the evaluation criteria for the provision. This information shared with the SoED Dean who will meet with the professors who offer the course will look for alternatives and improve the execution of the students in all the areas.

Beginning in August 2018 the process of monitoring the professional development of the candidates has incorporated other rubrics, these rubrics were already prepared and it use has been ruled out previously. SoED resume the use of them in such a way that the whole process is standardized. This has led SoED to a series of meetings with the faculty to implement the processes as if they were new. The SoED Dean has included the use of these instruments and their implementation in their work plan. Some of the results from those instruments presented in component 3.3 were part of the required information to sustain the component.

The SoED Teacher Preparation Program defined the learning outcomes that teacher candidates (completers) must achieve in terms of the knowledge, skills, and dispositions that all education professionals must possess. The candidates must also demonstrate their performance and commitment to the guiding principles of our Conceptual Framework: leadership, collaboration and reflection. The different study programs can add knowledge, skills, and particular dispositions to their discipline that candidates for teachers of those particular programs should acquire. The candidates must experience the real scenario in order to determine if they decided to be a teacher. This experience are possible through the clinical experiences. The clinical experiences consist of the gradual participation of the student in a public or private school before carrying out his teaching practice. "They are those that are characterized by careful planning, the stipulated goals, the activities required, the levels of execution projected, and the evaluation of growth" (CAEP). These experiences are carry out in public or private schools, or in other educational scenarios, as long as they are relevant to their study programs. These experiences include microteaching clinics, participatory experiences, skill clinics, case study development, curricular development clinics, and the use of instructional technology or computers, and research experiences. Visits to educational settings may include, orientation visits, assistance to teachers, observations in a classroom, tutorials, participation in the group teaching process. The planning of these activities begins with the teacher that offers the course and share with the University Faculty Supervisor and the designated personnel of the school or agency concerned.

In this First Level: Initial Level (Evidence 3.6.1, page 14) of the teacher's career the candidate must carry out several activities that allow him to explore his commitment to the profession of teacher, while exploring his own personality and discover if it has the characteristics that will make a professional of excellence in this field. As part of the Initial Level the candidate enrolls in the courses Education 106-Introduction to Education (Evidence 3.4.1, page 33), Education 202-Preparation of Teaching Materials and Education (Evidence 3.4.1, page 6), EDUC 214-Computers in Education (Evidence 3.4.1, page 8). The clinical experiences required in these courses provide the candidate, future teacher, the opportunity to learn through observations, tutorials, or other experiences that help him develop as a future professional education. As part of the Education 106 course, the future teacher explores and recognizes the roles, responsibilities and duties of the teacher. Learn from your Cooperative teachers and your university professors what it means to be an education professional, the importance of being prepared every day with a work plan. The candidate must analyze and reflect the professional ethics, the function of education in a democratic country, the legal bases of education in Puerto Rico, the responsibilities of the teacher and learn how to prepare a portfolio as evidence of the work done. This experience entails, in addition to 30 hours of lecture and participation in the course, 15 hours of clinical experiences in an educational setting, approved by their university professor. The candidates will conduct fifteen (15) hours of clinical experiences in at least two schools. When selecting schools to visit, the Professor recommend diversity: public or private or differences in environment or location (urban, rural, urban, and residential), or different level - preschool, primary (K - 3rd grade), elementary (4th - 6th grade), intermediate (7th - 9th grade) or higher (10th - 12th grade). The candidates must give their teacher evidence of written authorization from the teacher and another of the principal of the school in which they will conduct their clinical experience hours. The candidates of EDUC 106, as representatives

of the Universidad Ana G. Méndez, Gurabo Campus, will demonstrate a professional conduct when visiting the public or private schools where they will carry out their clinical experiences. This includes punctuality, courtesy, appropriate dress, observation of the rules and regulations of the school and confidentiality of the processes. To evaluate this first level, the Assessment of the Competencies of the Initial Level – Beginner Clinical Experiences of Education Course 106 (Evidence 1.1.4, page 7) gather data about knowledge, skills, and dispositions that focus on the acknowledgement of the professional requirements that candidates need to have. In EDUC 106, during 2014-2015, the 41.5% of candidates obtain A, 31.7% obtain B, and 15.9% obtain C. This is an 89.0% of candidates passing this course with A, B or C (Evidence 6, page 12, Table 27); during 2015-2016, the 33.0% of candidates obtain A, 31.0% obtain B, and 19.0% obtain C. This is an 83.0% of candidates passing this course with A, B or C (Evidence 13, page 17, Table 38); and during 2016-2017, the 40.95% of candidates obtain A, 23.81% obtain B, and 20.0% obtain C. This is an 84.76% of candidates passing this course with A, B or C (Evidence 13, page 15, Table 27). This demonstrate that more than 80% of the candidates are acquiring the necessary pedagogical knowledge that helps them to be an excellent teacher.

In the Second Level (Evidence 1.2.3, page 13) future teachers are dedicated to the study of professional courses and concentration, courses that will help them acquire the knowledge, skills, and dispositions required in the teaching profession. The objectives of this stage are based on three elements of teaching: classroom management (discipline, behavior modification, prevention and intervention), motivation (intrinsic and extrinsic), and the aching-learning process. Students identify and analyze the strategies used by successful teachers to plan, develop and deliver their classes from the point of view of behavioral principles and cognitive learning. In this stage, the candidates for teachers acquire the necessary knowledge to carry out planning and curriculum development activities. In addition, they study the principles of assessment, measurement and evaluation of learning. This stage includes the courses EDUC 363: Planning and Curricular Design (Evidence 3.4.1, page 21) and EDUC 355: Measurement and Evaluation of Learning (Evidence 3.4.1, page 17). Upon completion of the Pre-Professional Level, the candidate teachers will carry out their second formal clinical experience by enrolling the EDUC 401 (Evidence 3.4.1, page 23). EDUC 401 includes fifteen hours of seminar in the campus and thirty hours of clinical experiences of direct observation and active participation in at least 2 school scenarios. The goals are observed and reflect on aspects of classroom management, write five instructional plans using the format assigned by the teacher, select and use instructional strategies and materials, carry out the teaching process to groups of students on at least three occasions, build, administer and evaluate tests and select and use assessment techniques. To evaluate the second level, the assessment of the Competences of the Pre-Professional Level - Clinical Experiences (Evidence 1.1.1, page 9) of Education Course 401 is use to gather information on the knowledge, skills, and dispositions of candidates at this level. The instrument ask about how candidates speak the language and how effectively and fluently they are. Also, how to write Spanish with correctness and domain and if candidates demonstrates knowledge in the organization and in the preparation of the subject to be taught. It also evaluates how the candidates demonstrate knowledge of how students develop and learn, demonstrates knowledge of the principles and structures of the subject it teaches, analyze and apply varied teaching strategies and instructional materials according to the individual needs of the students. It assess if candidates motivates and activates student attention, plan and implement teaching based on knowledge of the subject, students and curricular goals and analyze and evaluate the dynamics of the classroom. It measures how it affects the educational process, demonstrate knowledge in the application of technology instruction, appreciate and respect the different learning styles. It assess their beliefs and values, projects professional presence in the classroom, maintains professional relationships with students, parents, faculty and administration, and if candidates demonstrates leadership, collaboration and reflection arrangements. In EDUC 401, during 2014-2015, the 82.5% of candidates obtain A, 8.8% obtain B, and 1.8% obtain C. This is a 93.0% of candidates passing this course with A, B or C (Evidence 6, page 12, Table 27); during 2015-2016, the 76.5% of candidates obtain A, and 10.6% obtain B. This is an 87.1% of candidates passing this course with A, B or C (Evidence 12, pdf page 17, Table 38); and during 2016-2017, the 76.0% of candidates obtain A, and 16.0% obtain B. This is a 92.0% of candidates passing this course with A,

B or C (Evidence 13, page 15, Table 27). This demonstrate that more than 87% of the candidates are acquiring the necessary pedagogical knowledge that helps them to be an excellent teacher.

In the Third Level: EDUC 44X (Evidence 2.2.1, page 9) the coordinator of teaching practice together with the corresponding AD, will select public and private schools accredited according to the law to establish the practice centers (Evidence 1.2.2, page 12) established by the PRDE. Those who possess all the requirements will be select for cooperating teachers. The cooperating teacher needs to have permanence, a minimum of two (3) years of experience in the concentration or level in which they will serve as a Cooperative teacher and proven academic and professional competence, certificate of having approved the Training Workshop for cooperating teachers of teaching practice of forty-five (45) hours, and the recommendation of the school director. The Teaching Practice Coordinator, the corresponding AD and the School Director will carry out the selection process. The procedure of location of the master student is as follows. First, the Teaching Practice Coordinator evaluates the candidate's application to ensure that it meets all the requirements, students are notify via email of the determination made. Second, the student who does not comply with the established requirements is indicated the reasons for denying their request. Third, a meeting with the Coordinator is schedule for the student who meets the requirements and then enrolled in the corresponding teacher-training course. Fourth, the Coordinator cites all students accepted as teacher students (candidates) and the University Faculty Supervisor to a meeting where the regulations stipulated in the Teaching Practice Experience Manual (Evidence 2.2.1, page 9) will be discussed. In addition, each candidate will received a letter of approval to engaged in the Practicum (Evidence 3.4.2 & 3.4.3)and will be given a letter that contains the name of the assigned practice center, the level at which he will complete his practice and the name of his university Faculty Supervisor. A Committee constituted by the Teaching Practitioner Coordinator, the supervising teacher and the corresponding AD, will evaluate any individual situations in which the student candidate for the teaching practice is working as a teacher on a case-by-case basis. The candidate will attend the teaching practice Monday through Friday from 8:00 a.m. to 11:00 a.m., attend five (5) workshops (15 hours) of orientation during the week before the start of the academic semester in which they enroll and complete the teaching practice on the last day of the academic semester. Also, needs to attend one (1) workshop session approximately halfway through the academic semester, attendance at these workshops is compulsory, accumulate 225 hours during the established period and the teaching practice will begin after having formalized the enrollment and taken the orientation workshops. To evaluate the knowledge, skills, and disposition in the third level University Faculty Supervisor use the assessment of the Competences of the Professional Level- Clinical Experience Practicum (Evidence 1.1.1, page 17). In this instrument, the University Faculty Supervisor evaluates the knowledge, skills, and dispositions related to the teacher performance in the classroom and other related topics as you can see in the evidence mention before. This instrument is align with the InTASC Standards (Evidence 1.1.1, page 21). In EDUC 44X, during 2014-2015, the 90.6% of candidates obtain A, and 9.4% obtain B. This is a 100% of candidates passing this course with A, B or C (Evidence 6, page 13, Table 32); during 2015-2016, the 89.3% of candidates obtain A, and 9.3% obtain B. This is a 100% of candidates passing this course with A, B or C (Evidence 12, page 17, Table 38); and during 2016-2017, the 89.29% of candidates obtain A, 3.57% obtain B, and 10.39 obtain C. This is a 98.21% of candidates passing this course with A, B or C (Evidence 13, page 16, Table 31). This demonstrate that more than 87% of the candidates are acquiring the necessary pedagogical knowledge that helps them to be an excellent teacher.

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

SoED verifies that candidates at exit have opportunities to demonstrate that they can perform effectively tasks representative of those they might perform in their field of specialization after employment through multiple indicators. At the third level the candidates need to rate 3, 4, or 5 at the Teaching Practicum Evaluation Instrument (Evidence 1.5.1, former STET) to comply with the four categories of InTASC Standards. The acceptable

performance rating for the lesson plan (Evidence 1.5.1, Competency 3) and lesson implementation (Evidence 1.5.1, Competency 4) is three, four or five for candidates, during professional experiences (Evidence 1.1.3 y 1.1.4). The candidate must meet the following requirements during their teaching practice: keep a reflective diary, prepare plans daily, teach and evaluate P-12 students, plan, implement and be an observer of at least one lesson assisted by the use of the computer during the teaching practice, make an educational portfolio. The candidate responsibilities at practicum are attend classes and arrive early at school every day. The candidates needs to participate in the arrangement of the panels of the board, the boards of edicts and others, and deliver the plans of the daily lessons three days before the date of the class to facilitate the correction, adaptation or modification of them. Also, cooperate in school activities it is request: civic campaigns, school canteen and others, as long as they do not interfere with the schedule of the teaching practice, keep the work records correct and complete for Plans Book, Roll Book, and others. Prepare good and varied visual and audiovisual resources for the classes, help maintain discipline in and out of the classroom, attend seminars as a complement to the teaching practice and participate in planned activities. Dress appropriately in keeping with school and profession regulations, in consultation with the Cooperative Teacher, Cooperative Director and University Faculty Supervisor, use community resources to enrich classes through lectures, lectures, film screenings and other. Attend parent-teacher conferences that are planned and sponsored by the school, prepare the lessons and teaching materials correctly and independently, promote the development of skills, study habits and positive attitudes in their students. Promote the integral development of each student according to their potential and limitations, participate in the evaluation process to identify student needs and make appropriate adjustments between the curriculum and the student. Prepare and tabulate evidence to demonstrate the effectiveness of teaching and evaluate the knowledge and skills to teach, integrate educational technology into daily lessons, use different teaching strategies according to the needs of the students and demonstrate proficiency in oral and written expression. All this knowledge, skills, and dispositions are evaluated using the Teaching Practicum Evaluation Instrument (Evidence 1.5.1). This instrument created to ensure that Teacher Candidates successfully complete and comply with all expectations of the SOED prior to graduation recommendation. It is design and used during the students' senior year, after completing their Student Teaching Clinical Experience. This instrument measures the development of competencies required for classroom performance.

The Teaching Practicum Evaluation Instrument has eight main competencies operationally defined through 60 items that measure Teacher Candidate's behaviors required for classroom performance. The competences are the following, First, knowledge about the Principles and Structure of the Subject Matter. Second, evaluation of Oral and Written Communication. Third, integration of the Subject Matter Content in Planning. Fourth, knowledge of instructional strategies and materials. Fifth, awareness of diversity to develop instructional strategies. Sixth, knowledge and use of formal and informal assessment measures. Seventh, creation of learning environments to promote integral development. Eighth, demonstration of the professional dispositions of leadership and collaboration. In the completion of this evaluation tool, Cooperative Teachers, School Directors and University Faculty Supervisors participate and evaluate the teacher candidates. Each item is measured to determine the candidate mastery: 1 (Non Acceptable), 2 (Beginner), 3 (Satisfactory), 4 (Competent), and 5 (Excellent). For 2014-2015, in Competence 2 (Evaluation of Oral and Written Communication) of this assessment tool evaluated the candidates' effective oral and written communication during the practicum experience. Fifty-two students/candidates out of 57 students/candidates (91.23%) were evaluate as having a performance over the satisfactory level. The 80% of candidates' perform as expected over the beginner level. Cronbach's alpha reliability coefficient was 0.397. When compared to previous year, the Cronbach alpha value increased, but it is still no strong enough. ANOVA results showed no statistically significant differences in STET Competence 2 among groups (Evidence 6, page 5). For 2015-2016, Competence 2 of this assessment tool evaluated the students' effective oral and written communication during the practicum experience. Out of 78 students, 81 students (96.30%) were evaluate as having a performance over the beginner level: Satisfactory, Competent or Excellent. The expected 80% of the students performing over the beginner level was achieve. Cronbach's alpha reliability

coefficient was 0.758 (Evidence 12, page 6). For 2016-2017, Competence 2 of this assessment tool evaluated the students' effective oral and written communication during the practicum experience. Out of 59 students, 63 students (93.65%) were evaluate as having a performance over the beginner level: Satisfactory, Competent or Excellent. The expected 80% of the students performing over the beginner level was achieve. Cronbach's alpha reliability coefficient was 0.931. Results from ANOVA and Tukey Post Hoc analysis showed no statistically significant differences in STET Competence 2 among groups (Evidence 13, page 7).

After the candidate take all the necessary courses and reached a high standard for content knowledge in the fields where certification is required and can teach effectively with positive impacts on P-12 student learning and development, then the candidate take the PRTCE test (Evidence 1.1.7). After that the candidate and the PRDE determines if the candidate is suitable to be a teacher in Puerto Rico and gives the future teacher its certificates. Then, assign a number that goes on a waiting list in PRDE Human Resources who is responsible for the processes of recruitment and selection of teaching and non-teaching staff and receives and evaluates credit transcripts and evaluates the credentials of job candidates to determine eligibility for positions. (Evidence 3.5.1).

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards for practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Throughout the study life of the candidate, the SoED Teacher Preparation Program provides the candidate with multiple opportunities to demonstrate that he understands what it takes to be a teacher of the public and private system in Puerto Rico. In EDUC 106, the candidate through the clinical observation and analysis of school scenarios, especially the teaching learning process, can see the different roles a teacher must take. In addition, experience in a real school scenario, what it takes to be an effective teacher and what are the expectations of the profession, including codes of ethics, professional standards for practice, and relevant laws and policies (See Evidence 3.4.1, page 33). To determine if the student understand this expectations the Feedback Survey Level 1: Initial-Beginner (Evidence 1.1.1, page 1), in question 29 the candidate express that the clinical experiences allowed him to demonstrate the necessary skills for the professional role for which he is preparing. This means that if the candidate understand what are the necessary skills needed in the profession then the candidate is reflecting on what he needs to overcome in order to be a professional in the Education area. This instrument have' not been administer in the previous cycle but starting this academic year the Dean decided to put it in effect again. In 2018-2019, the 73% answer that the clinical experiences allowed them to demonstrate the necessary skills for the professional role for which they is preparing, this gives you an idea of how they are assimilating this expectations (Evidence 4.2.1).

In addition, the faculty can determine if the student is assimilating these expectations. The Assessment of the Competencies of the Initial Level – Beginner Clinical Experiences of Education Course 106 (Evidence 1.1.1, page 7, item 4) measures if the candidate demonstrates knowledge about interactive, executive, and teacher organizations. For the criteria the 72% score as competent and 27% as satisfactory, none were evaluate as excellent. This information will help the faculty that offers the course, to made all the needed changes in order that for the future more candidates gets fully aware of what are the expectations of the profession. Candidates have many opportunities to acquire detailed and extensive understanding of all the requirements to be a PRDE teacher and a teacher in Puerto Rico Private School System throughout the program and in their professional experiences. Evidence discuss in each standard section explain and demonstrate how the student acquire the necessary knowledge to comply with the PRDE expectations. In addition, this is true because many courses addresses all the aspects needed to be an effective teacher. In addition, special education law and policies topic are part of the course in pre- and co-requisite education courses. In addition, candidates revisit and examine the Circular Letters that de PRDE circulate as codes and laws throughout their coursework and field experiences. Evidence discussed in each standard demonstrates that SoED Teacher Preparation Programs ongoing and focused

efforts to develop high candidate quality through monitoring candidates' admission and progression through their respective programs. The Teacher Educative plan (Evidence 1.1.3) shows the addition of the PRDE Circular Letters, code of ethics and other relevant laws in each standard. SoED has plans in place for addressing recruitment of and support for increasing a diverse pool of candidates. Also, will continue in its effort to achieve the SoED mission of prepare professional competent teachers who can think critically (reflection) and are technologically literate.

Standard 4: Program Impact (Initial Programs)

> i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

> ii. Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.

To demonstrate the impact of SoED candidates on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its candidates with the relevance and effectiveness of their preparation uses several data sources to demonstrate its candidates' impact on P-12 student.

4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

To demonstrate the program's impact on School Scenario, SoED will start to collect information about the student performance when the candidates clinical experiences finishes. This evidence can be obtain from the roll book; it gathers the grades of the students in the group that was assign to the candidates. Evidence 4.2.4 shows an example of the candidates roll book in the elementary level. To collect information about P-12 student learning data there will be a phase in plan (Evidence 10) to gather information about student performance while a Teacher Candidate is in the Clinical Experience process. To gather information of the candidate's performance and impact in student learning, Evidence 4.1.1 is a form that gathers the grades that the students obtained when the candidate teacher made their clinical experience. The instrument use the same grades that the Teacher Candidate have in their roll books. In addition, it has a column in which the teacher candidate write the student grade before he starts it clinical experience. With this information, we can compare the grades of the students before and after. Then, we can make decisions about the clinical experience process, the teacher candidate progress, and determine the strengths and weaknesses of candidates.

The PRDE has instituted the Measurement and Evaluation System for Educational Transformation, META-PR, which contributes to the achievement of the objectives previously established. More information is available in the web page http://de.pr.gov/meta-pr/index.html. These tests allow to identify the levels of proficiency of the students; offer direction to the teaching and learning process and contribute with the decision making on the training and professional development of the teachers. They also offer the opportunity to evaluate the integration of projects and innovations in the classroom that encourage academic improvement; implement effective and relevant pedagogical decisions and recognize the achievement of each student. Standardized tests measure the performance of students in various subjects and grades. For students identified as having significant cognitive impairments that cannot be assessed with regular assessment tests, even with the provision of accommodations, they are an alternative for a different assessment to meet their needs and achieve their participation. The analysis of the META test results will be available for the visit. Evidence 10 on page 4 shows the phase in plan to gather the necessary data to evidence the candidates impact in the classroom.

4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, those completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

The Clinical Experience Course is the last of the clinical experiences that the student of SoED completes before graduating. In this course of five (5) credits, the completers gradually assumes the responsibility in the teaching of a subject to a group of students of the elementary or secondary level and in those tasks of direct services to the student that are necessary in the teaching. In this course, the completer observes, reflects, reacts, eventually teaches and evaluates various situations of the instructional process that are common in the classroom.

The Feedback Survey Level 3: Professional (Evidence 1.1.3), give us information about the reactions of candidates to the program and about how the candidates perceived themselves as a teacher. The feedback data help to improve teaching and learning experiences for candidates and faculty, help faculty to engage in a scholarly review of their teaching by reflecting on class design, delivery, candidate engagement, and assessment. It will provide data to benchmark teaching and learning quality within SoED Programs courses of study provide evidence for teaching staff to use as indicators of current teaching performance and course difficulties and provide evidence for academic faculty promotion. After analyzing the data, we found for 2018-2019 first semester candidates, in the Feedback Survey Level 3: Professional, an average of 84% of the completers totally agree that they have acquired the pedagogical knowledge. An average of 83% of candidates totally agree that they have acquire the necessary skills. An average of 85% of completers totally agree that they have acquire the necessary dispositions to be an effective teacher. An average of 85% of completers totally agree that they have acquire the necessary understandings through the Clinical Experience. These results in this feedback instrument reflect that after all the experiences that they were going through; from the completer's perspective, the program is fulfilling the objective of forming effective masters in classroom (Evidence 4.2.3).

The Teaching Practicum Evaluation Instrument (Evidence 1.5.1, 1.5.2) created by the faculty to ensure that Teacher Candidates (completers) successfully complete and comply with all expectations of the SOED prior to the recommendation for graduation. It designed to be use during the students' senior year, after completing their Student Teaching Clinical Experience. This instrument measures the development of competencies required for classroom performance. The instrument has eight main competencies operationally defined through 60 items that measure completers behaviors required for classroom performance. The competencies that the instrument take in consideration the relation with the teacher performance in the classroom. (1) Knowledge about the Principles and Structure of the Subject Matter. (2) Evaluation of Oral and Written Communication. (3) Integration of the Subject Matter Content in Planning. (4) Knowledge of instructional strategies and materials. (5) Awareness of diversity to develop instructional strategies. (6) Knowledge and use of formal and informal assessment measures. (7) Creation of learning environments to promote integral development. (8) Demonstration of the professional dispositions of leadership and collaboration. In the completion of this evaluation tool, Cooperative Teachers, School Directors and University Faculty Supervisors participate and evaluates Teacher Candidates (Completer) performance. Each item is measured to determine the candidate mastery: 1 (Non Acceptable), 2 (Beginner), 3 (Satisfactory), 4 (Competent), and 5 (Excellent). In 2014-2015 (Evidence 6, page 8), Competence 1 (Knowledge about the Principles and Structure of the Subject Matter) and Competence 3 (Integration of the Subject Matter Content in Planning) were evaluate during the practicum experience: 59/63 (93.65%) were evaluate as having a performance over the satisfactory level in competence 1; and 57/63 (90.48%) in competence 3. The expected 80% of the students performing over the beginner level was achieve. Results from ANOVA and Tukey Post Hoc analysis showed no statistically significant differences in STET Competence 1 (F=1.452, p=0.237) and Competence 3 (F=1.176, p=0.327). In 2015-2016 (Evidence 12, page 39), Competence 1 (Knowledge about the Principles and Structure of the Subject Matter) and Competence 3 (Integration of the Subject Matter Content in Planning) were evaluated during the practicum experience. 74 out of 81 students (91.36%) were evaluated as having a performance over the satisfactory level in competence 1; and 77 out of 81 (95.06%) in competence 3. The expected 80% of the students performing over the beginner level was achieve. In 2016-2017 (Evidence 13, page 9), Competence 1 (Knowledge about the Principles and Structure of the Subject Matter) and Competence 3 (Integration of the Subject Matter Content in Planning) were evaluated during the practicum experience. STET data gathered showed that 59 out of 63 students (93.65%) were evaluated as having a performance over the satisfactory level in competence 1; and 57 out of 63 (90.48%) in competence 3. The expected 80% of the students performing over the beginner level was achieve. More information will be available in the 2019 AR for 2017-2018 year.

SOEDAS Assessment of Competencies Professional Level comprises 17 competencies divided into: 1-5 (Knowledge), 6-13 (Skills), and 14-17 (Values/Dispositions). This assessment tool is use when the student reaches

his/her senior year. A Likert scale measures each item: 1 (Non Acceptable), 2 (Beginner), 3 (Satisfactory), 4 (Competent), and 5 (Excellent). Behavior that depicts knowledge, skills or values/dispositions is operationally define in the assessment tool to determine the level of competence in any given item. Cronbach's alpha reliability coefficient was 0.838 that suggest that the items have relatively high internal consistency. In 2014-2015 (Evidence 6, page 9), 100% (46/46 students) of the completers performed over the beginner level was achieved in competence 3 (Knowledge of the organization and preparation of the subject matter that will teach). In competence 5 (Knowledge of principles and structure of subject matter). In competence 6 (Ability to plan and implement instruction based on knowledge of subject matter, student's needs and curricular goals). In 2015-2016 (Evidence 12, page 9), 100% (71/71 students) of the students performed over the beginner level was achieved in competence 3 (Knowledge of the organization and preparation of the subject matter that will teach). In competence 5 (Knowledge of principles and structure of subject matter). In competence 6 (Ability to plan and implement instruction based on knowledge of subject matter, student's needs and curricular goals). In 2016-2017 (Evidence 13, page 9), 100% (54/54 students) of the students performed over the beginner level was achieved in competence 3 (Knowledge of the organization and preparation of the subject matter that will teach). In competence 5 (Knowledge of principles and structure of subject matter). In competence 6 (Ability to plan and implement instruction based on knowledge of subject matter, student's needs and curricular goals). More information will be available in the 2019 AR for 2017-2018 year.

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

The Employer Satisfaction Survey (Evidence 4.3.2) and the Cooperative Teacher Satisfaction Survey (Evidence 4.3.1, page 25) for Initial Programs provide the information and insights needed to keep completers and employers pleased with the procedures and measures taken in the Teacher Preparation Program and attract new students. This is the first time that this kind of instrument is administer by the SoED. The completers/graduated and employers are a great source of experience information and often know what needs to improve the SoED programs and services. A focus on what the employers and candidates need is imperative in achieving total satisfaction, loyalty and ultimately overall programs improvement. While most institutions are aware of the need to act and continually improve and become more competitive, they often miss important insights from employers and students, which used to make decisions, which will make a difference for the experience of the both. That is where the employer satisfaction surveys come in, uncovering the hidden insights and data needed to improve SoED programs to compete more efficiently. This instrument is made of eight criteria that covers aspects of the teacher professional performance in the classroom and in the school as a whole. During the first semester of 2018-2019, we start the collection of this survey. From 12 participants that answer the survey the 100% answer that SoED comply for the criteria "The teacher preparation programs of the School of Education of the Universidad del Turabo (UAGM) develop the necessary professional skills to be an effective teacher in the classroom". 100% answer that SoED comply with the criteria "The School of Education of the Universidad del Turabo (UAGM) is the leader in developing high quality teachers". 100% answer that the SoED comply for the criteria "The School of Education of the Universidad del Turabo (UAGM) is recognized for its excellence in the preparation of future educators who, through their knowledge, skills, and dispositions, direct them towards the transformation of education". This reflect that the employers are aware that our programs prepare candidates with the knowledge, skills, and dispositions necessary to be successful in their work area and hired in their Schools. For the criteria "Plan instruction based on knowledge of the subject, incorporating a variety of teaching strategies that promote the development of critical thinking, problem solving and reflection in students aligned with the Expectations of the Department of Education", the 41.6% evaluate the performance of the completers as Outstanding, 58.3% as Very Effective. For the criteria, "Recognize individual needs and provide instructional experiences that address diversity (learning styles and multiple intelligences)", the 33.3% evaluate the performance of completers as

Outstanding, 58.3% as Very Effective and 8.3% as Effective. For the criteria "Demonstrates mastery of classroom management and use of instructional time", the 41.6% evaluate the performance of the completers as Outstanding, 58.3% as Very Effective. For the criteria, "Uses technology to facilitate and improve the teaching-learning process and improve student performance", 50% evaluate the performance of completers as Outstanding, 41.6% as Very Effective and 8.3 as Effective. For the criteria, "Properly uses formative and summative assessment strategies to determine student progress and direct the teaching-learning process", 41.6% evaluate the performance of the completers as Outstanding, 58.3% as Very Effective. For the criteria, "Model standards of appropriate behavior and use effective strategies to establish and maintain codes of conduct by responding in an appropriate and respectful manner to students", 58.3% evaluate the performance of the completers as Outstanding, 41.6 as Very Effective. For the criteria, "Reflect and evaluate the teaching-learning process, its performance and professional practices", 41.6% evaluate the performance of completers as Outstanding, 50% as Very Effective and 8.3% as Effective. For the criteria, "Knows, understands, collaborates and is committed to the school, the family and its community environment as a system of mutual influences for teaching and learning", 41.6% evaluate the performance of completers as Outstanding, and 58.3% as Very Effective.

This survey was administer also to the Cooperative Teacher (Evidence 4.3.4). Only 12 Cooperative Teachers answer the survey. For the criteria "Plan instruction based on knowledge of the subject, incorporating a variety of teaching strategies that promote the development of critical thinking, problem solving and reflection in students aligned with the Expectations of the Department of Education", the 33% evaluate the performance of the completers as Outstanding, 42% as Very Effective and 25% as Effective. For the criteria, "Recognize individual needs and provide instructional experiences that address diversity (learning styles and multiple intelligences)", the 42% evaluate the performance of completers as Outstanding, 42% as Very Effective, 8% as Effective and 8% Little Effective. For the criteria "Demonstrates mastery of classroom management and use of instructional time", the 33% evaluate the performance of the completers as Outstanding, 50% as Very Effective and 17% as Effective. For the criteria, "Uses technology to facilitate and improve the teaching-learning process and improve student performance", 50% evaluate the performance of completers as Outstanding, 50% as Very Effective. For the criteria, "Properly uses formative and summative assessment strategies to determine student progress and direct the teaching-learning process", 42% evaluate the performance of the completers as Outstanding, 42% as Very Effective and 17% as Effective. For the criteria, "Model standards of appropriate behavior and use effective strategies to establish and maintain codes of conduct by responding in an appropriate and respectful manner to students", 58% evaluate the performance of the completers as Outstanding, 25% as Very Effective and 17% as Effective. For the criteria, "Reflect and evaluate the teaching-learning process, its performance and professional practices", 67% evaluate the performance of completers as Outstanding, 17% as Very Effective and 17% as Effective. For the criteria, "Knows, understands, collaborates and is committed to the school, the family and its community environment as a system of mutual influences for teaching and learning", 67% evaluate the performance of completers as Outstanding, 25% as Very Effective and 8% as Effective. This reflect that the employers are aware that our program is preparing candidates with the knowledge, skills, and dispositions necessary to be successful in their work area and hired in their Schools. 100% answer that SoED comply for the criteria "The teacher preparation programs of the School of Education of the Universidad del Turabo (UAGM) develop the necessary professional skills to be an effective teacher in the classroom". 100% answer that SoED comply with the criteria "The School of Education of the Universidad del Turabo (UAGM) is the leader in developing high quality teachers". 100% answer that the SoED comply for the criteria "The School of Education of the Universidad del Turabo (UAGM) is recognized for its excellence in the preparation of future educators who, through their knowledge, skills, and dispositions, direct them towards the transformation of education". We will continue the collection of this information using this instrument. More data will be available on the accreditation visit.

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

To demonstrate that the program completers perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective we use the Study of Upcoming Students to Graduate (Evidence 4.4.1). The Summary of SoED for Study of Upcoming Students to Graduate (Evidence 4.4.1), is a survey that collects information about student satisfaction at graduation. The survey shows for year 2014-2015 an average of 99.4%, 2015-2016 the survey shows an average of 97%, for years 2016-2017 shows an average of 98%, and for years 2017-2018 shows an average of 100% of candidates are Very Satisfied or Satisfied with the preparation they received in the programs in SoED. If we compare their satisfaction with the rest of the candidates from other programs in the institution, we can see that the percent's are similar with an average for all this years of 98.9% (Evidence 4.4.1).

The Feedback Survey Level 1: Initial-Beginner, Level 2: Pre-Professional and Level 3: Professional (Evidence 1.1.1, page 1, 3, & 5), give us information about the reactions of students to the program and could be used as a basis for improvement. This survey gather data about student knowledge, skills, and dispositions. In the Feedback Survey Professional Level 1: Initial Beginner (Evidence 1.1.1, page 1), answer by the student, the instrument have a specific question (see the commentaries area, question 2) related to which course (s) prepared the candidate for his teaching practice experience. The candidate make a list of the courses in the program that where of some significance for him. A review of the data indicates that 100% of candidates in this level select EDUC 106 as the most significant course that helps them in the clinical experiences. EDUC 106 is the first professional course in the curriculum of the teacher preparation program (Evidence 1.1.1, page 25). It introduces concepts related to education while students explore their individual commitment to teaching as a career, and their strengths and weaknesses (Evidence 4.2.1). Special emphasis will be place on observation and analysis of school scenarios, especially the teaching learning process. The different roles a teacher must take, as part of his/her, school functions will be discuss. The student will complete 15 hours of clinical experiences. This indicates that the students understand what are the responsibilities they confront on the job, and that the preparation was effective. In the Feedback Survey Level 2: Pre-Professional (Evidence 1.1.2, see the commentaries area, question 2), the students choose from a list of courses that they think helps them prepare for their clinical experience (Evidence 1.1.1, page 26). A review of the data indicates that 89% of candidates, in this level, select EDUC 401 as the most significant course that helps them understand the educative process (Evidence 4.2.2). EDUC 401, is the second clinical experience requirement in the School of Education's Teacher Preparation Programs. It includes fifteen hours of campus-based seminar and 30 clinical experiences hour of direct observation and active participation in at least 2 different school scenarios, as well as 15 lecture hours (Evidence 1.3.1). In the Feedback Survey Level 3: Professional, a review of the data indicates that 81% of completers indicates that they totally agree that the courses prepared them for the professional role and 12% indicates that they agree that the courses prepared them for the professional role. Ninety percent of completers indicates that they totally agree with the criteria that say the degree to which the Professional Level allowed to reflect the dispositions of Leadership, Reflection and Collaboration during your studies in the School of Education. Eighty-four percent of the completers totally agree with the criteria that express to Indicates the degree to which the Professional Level (teaching practice) allowed to reflect the Knowledge, Skills, and Dispositions for your profession (Evidence 4.2.3).

Standards 5 and A.5: Provider Quality, Continuous Improvement and Capacity

i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

ii. Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.

5.1, A.5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP Standards.

The SoED Quality Assurance System (SoEDQAS) describes the School of Education (SoED) capacity to reach the mission and goals using an analysis of the evidence, and that same capacity provides access to evidence that informs all other standards and have valid data from multiple measures. In that way, it guarantees the quality of the undergraduate and graduate programs in our school. It also document measures used in initial-licensure programs, programs at the advanced level and other measures used to demonstrate the knowledge, skills, and dispositions of candidates and program candidates on P-12 student learning. The SoEDQAS allows the SoED leaders to engage in continuous improvement, that is sustained and evidence-based, that help to identify strength and weaknesses in order to set priorities that lead to enhance programs and pursue innovations in order to improve the candidates effectiveness on P-12 student development. The SoEDQAS is composed of the Quality and Effectiveness Management Executive Committee (QEMEC). QEMEC analyze and evaluate the SoED work plan; evaluate, monitor and audit the SoEDQAS. Audit the accreditation processes and specialized accreditations of the SoED programs, evaluate and analyze academic procedures of the undergraduate and graduate levels. It evaluates and analyze matters of importance and academic impact and establish and promote a culture of evidence, accountability and standardized processes. Help maintain a standard of a culture of effective communication, ethics, professionalism, confidentiality, consensus and teamwork. Establish and promote a culture of prevention, integrality, relevance, sustainability, communication and effectiveness. The advantages of this committee is that allow and safeguard the strategic direction of the school, maintains a global vision of risk and triggers plans for its correct management, maintains a standard of internal control of quality and effectiveness of the processes. Evidence 5.1.1 page 1, is a visual representation of the SoEDQAS. The diagram illustrates all the components that interact with the student learning process and defines the student learning quality. All this areas aligned with the policies established by the PRDE, the Puerto Rico Council of Education (PRCE), and the Middle State Commission of Higher Education (MSCHE). All these requirements take into consideration for the curriculum development of each program. Each square is a component that represents a part of the procedure that guaranties the quality of the program and the guidance to the continuous improvement of the process. The SoEDQAS handles multiple measures, monitors candidate progress, achievements of candidates, and the operational effectiveness. Evidence 5.1.1 page 2, represent the procedure for the entire SoED continuous improvement system. It helps to routinely investigate the quality and usefulness of existing measures, and use information to make any necessary adjustments that ensure that the QAS is relying on relevant, verifiable, representative, cumulative, and actionable data according to components 5.2 and 5.3. The data is regularly collected to assess the student performance in relation to SoED goals and objectives; follow the results over time; make changes in courses if it is necessary; study natural variation across the different preparation programs and use the results to support and justify progress, status, and program changes to improve the program. Then, once a year the results are shared with faculty and other people interested according to components 5.4 and 5.5 and involve them in evaluating the program effectiveness, generating improvements, and identifying models to emulate (component 5.3).

SoEDQAS uses a variety of assessments to monitor candidate progress, the candidate's achievements, and provide operational effectiveness. It uses programs like SPSS and Excel to help collect, store, and analyze data. These technologies used as database help to record all the data but they are not in a structured system. SoED is planning to incorporate a data collection system to facilitate the data collection and analysis. All retrieve data come from the institution's student information system (SAP), and generated reports on these data. In addition, the data that is analyze to make the annual report come from the different offices that generate the information. All the raw data collected is upload into the SPSS program database, in this way we generate our statistics for the reports needed. In addition, the institution have Banner System that collect many data about candidates. SoEDQAS begins the collection of data from the appropriate faculty, Cooperative Teacher, University Faculty Supervisor and professors during the academic year using the assessments

instruments listed in Evidence 5.1.1 page 3. At the end of each cycle, the data will be download and disaggregated for each certification area. The SoED AD and the CAEP liaison organizes the data on spreadsheets for ease of review by the SoED Dean, QEMEC, program faculty, and other SoED faculty. These reports and the reports from PPM/SIAAM (Evidence 1.3.2, page 13) and PRTCE start the continuous improvement and reporting cycle. When the new academic year begins, we share the data with program faculty, who review and analyze the data, if it is necessary QEMEC start to make program decisions. Then, QEMEC share Feedback to all the SoED committees and faculty, and becomes another source of data for consideration. If there is a need to make decisions, the different committees meet (Evidence 5.1.1, page 7), throughout the academic year, to finalize decisions on curriculum and other program changes. The final step in the SoEDQAS is the QEMEC meeting with SoED Dean, AD and Coordinators to discuss data across all programs, and identifies any challenges and solutions to those challenges that need to be address. This could include revising or developing assessments and making changes in field and clinical experiences (Evidence 5.1.1, page 2). The evidence-based decisions assures a well knowledge of information across the programs and that the interpretations of data are valid and reliable. The multiple measures data collection used to report, modify, and evaluate the programs operational effectiveness demonstrate how SoED satisfies all CAEP standards. SoEDQAS was establish to provide a system for the collection, analysis, and share data for CAEP Standards 1, 3, and 4.

Initial Program

The SoED is aware of its responsibility to improve the quality of education and provides teacher candidates with solid preparation in the field of education to increase professional competences and their teaching skills. In the continuous process of assessment and consonance to the Conceptual Framework establishes a refinement and an update of the programs and the curricula. The AP reflects the interest and commitment of the School of Education for student learning as the main reason for all activity and educational experience. Some phases of the Plan are already systematically implement; others are in the process of development or implementation, as established in the calendar and maintain an opening for the development of new dimensions. As a primordial stage, the Plan includes the periodic evaluation of its implementation, scope and effectiveness. With this plan, the foundations are strengthen to comply with what has been established and the creation of strategies necessary to achieve the learning, research and service objectives that distinguish our work is encouraged. This AP is define as a systematic, articulated and continuous process that requires the collection, analysis and interpretation of data and information from multiple sources with the purpose of determining to what extent the School of Education is achieving its mission and goals. Through the Assessment, the achievements, processes and experiences that lead to these results are examine, as well as the limiting factors, in order to generate strategies that lead to their improvement. The AP reflects the genuine interest of the quality of education and the effectiveness in the teaching-learning process of the student in conjunction with the faculty, directors and administrators. The ultimate purpose, and the focus of this plan, is the design and implementation of the process of assessing the learning outcomes of the student and directing it to the continuous improvement of the quality of the teaching-learning process. This plan provides a frame of reference for the academic programs of the School of Education to implement a system that can collect evidence about student learning, according to the objectives of the academic program. This AP is a formative and continuous process that aims to recollect, analyze and interpret information about what the student has learned and how it handles the information received. The professional courses will be use for the findings of this process in order to improve student learning, teaching, academic planning and curricular review and administrative management, among others, according to the expectations established in the mission, the goals and objectives of the School of Education.

The Undergraduate Assessment System (Evidence 5.2.1) includes a variety of assessment to collect the information that QUEMEC need to the process of decision-making. One of the instruments use is the Assessment of Competencies of Initial Level Course Education 106: Introduction To Education (Evidence 1.1.1, page 7), is used to evaluate candidates' knowledge, skills, and dispositions at the initial level, is a measure of candidate progress collected once per semester in their first year. Evidence 1.1.1 page 11 shows the alignment of the Rubric with the InTASC Standards. The left columns shows the number corresponding to each standard. The results from the data collected from SoEDQAS will be display on the institution web page to be shared with and reviewed by all program faculty and students, QEMEC, and all the SoED committees. The program priorities are important outcomes in the SoEDQAS process. In the past there where some changes in procedures that were not been documented. Starting in January 2019 the SoED will implement the use of the SoEDQAS report form to document the decision making regarding all SoED programs. Please refer to evidence 5.1.1 page 23. The Undergraduate Assessment System is define as a systematic, articulated and continuous process that requires the collection,

analysis and interpretation of data and information from multiple sources with the purpose of determining to what extent the School of Education is achieving its mission and goals. Through the Assessment, the achievements, processes and experiences that lead to these results are examine, as well as the limiting factors, in order to generate strategies that lead to their improvement. The AP reflects the genuine interest of the quality of education and the effectiveness in the teaching-learning process of the student in conjunction with the faculty, directors and administrators. On Evidence 5.2.1, page 21, there is a table with an alignment of CAEP Standards and InTASC Standards with the SoED Learning Outcomes identify as pedagogical Knowledge, Skills, and Dispositions. This table allows you to understand how the SoED Conceptual Framework and CAEP, InTASC and Learning Outcomes are related.

Advanced Program

The School of Education of Universidad Ana G. Méndez, Gurabo Campus, recognizes the commitment to maintain quality in its graduate and doctoral program in line with the institutional, local and federal provisions that affect its offerings. This implies that the achievement of the goals of these academic programs requires continuous and systematic attention to those aspects that guide decision-making, the development of the program, the coordination of strategies and the planning of activities. In addition, the School recognizes excellence in the preparation of education professionals through the acquisition and development of knowledge, skills, and dispositions/values that guide them towards the transformation of education. This firm conviction has guided the development of an articulated, systematic and integrating approach that culminates in the Evaluation System Plan of the School of Education for the advancement of its mission. The School of Education in the continuous process of assessment and consonance to the Conceptual Framework establishes a refinement and an update of the programs and curricula. The AP reflects the interest and commitment of the School of Education for student learning as the main reason for all educational activity and experience. This AP is define as a systematic, articulated and continuous process that requires the collection, analysis and interpretation of data and information from multiple sources with the purpose of determining to what extent the School of Education is achieving its mission and goals. Through the assessment, the achievements, processes and experiences that lead to these results are examined, as well as the limiting factors, in order to generate strategies that lead to their improvement. The AP reflects the genuine interest of the quality of education and effectiveness in the teaching-learning process of the student in conjunction with the faculty, directors and administrators.

The Evaluation Plan for Graduate Programs in Education has its focus at the commitment of the School of Education with the development of the competencies required of its graduates and the effectiveness and continuous improvement of its programs. That is why the AP is based on the Conceptual Framework of the School of Education, Standard 7 from the "Characteristics of Excellence of the Middle States Commission on Higher Education (MSCHE)", and the Council for the Accreditation of Educator Preparation (CAEP). The AP for Graduate Programs in Education proposes that the educational activities be in three stages: initial, intermediate and final. The stages were determined through an analysis of the courses that are part of the different curricula. The Initial Stage focuses mainly on the core or specialty courses of the first year. The Intermediate Stage considers more advanced courses and that, in general, correspond to the specialty or option courses. This stage is the one that requires the most dialogue, since the input of the experts in these specialties is essential to determine which evaluation activities and instruments should be maintained, modified, eliminated or added. The Final Stage based on the courses of the final part of the curricular sequence such as the case of the EDUC courses 602 or 617 and the comprehensive exam of the master's degree or EDUC 604. These courses or degree requirements apply to all the master's programs in Education. In addition, because it is a thesis, research projects, integrating seminar and degree exam, the assessment process is very relevant and effective, since we expected that the student integrate the skills developed in the previous courses in the case of programs of mastery. In the case of the Doctoral Program, the final stage will be identify with the courses EDUC 905 and EDUC 906, the courses in which the candidate enroll to complete their dissertation process. Evidence A.5.4.1, page 18, presents a summary of the graduate programs and the courses identified for the assessment activities followed by a more detailed explanation of the three stages. On Evidence A.5.4.1, page 18, there is a table with an alignment of CAEP Standards and ELCC Standards with the SoED Learning Outcomes identify as pedagogical Knowledge, Skills, and Dispositions. This table allows you to understand how the SoED Conceptual Framework and CAEP, ELCC and Learning Outcomes are related and align.

5.2, A.5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative, and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

SoEDQAS relies on relevant, verifiable, representative, cumulative, and actionable measures, and produces empirical evidence so that interpretations of data are valid and consistent. The Evidence 5.1.1 page 3, shows the created Key

Assessments, and surveys used within the SoED Undergraduate and Graduate Program. Every rubrics was develop taking in consideration the PRDE Teacher Standards and they are aligned with the InTASC Standards and Categories (See Evidence 5.1.1, page 21). The Master and Doctoral degree rubrics take in consideration the PRDE Director's profile (Evidence A.2.1.2) to create rubrics.

Initial Program

In order to establish relevance SoEDQAS uses two different statistics test that prove that the instruments are reliable; the Test-retest Reliability and Inter-rater Reliability verification and to prove validity in the instruments SoEDQAS use Face Validity. The rubrics used to gathered information about knowledge, skills, and dispositions and learning outcomes under the categories of leadership, reflection and collaboration in the three (3) levels were design in 2004 as it is establish in the Undergraduate Assessment System of student learning (Evidence 5.1.1, page 23). Because the rubrics designed in this AP are from 2004 and have never gone through the rigorousness of the statistical tests mentioned above, we work with the reliability and validity of the instrument to ensure that it has been consistent over time. We expect to have the results for the rubrics in January 2019. See the phase-in plan in Evidence 5.1.1, page 23.

The Undergraduate Candidate's progress divided into three levels are Level I - Initial (Beginner), Level II – Pre professional and Level III - Professional. The first and second levels are divided into three stages and the third level is divide into two stages. Each subject will be examine, analyze and discuss among the community composed of students, their peers, university professors, cooperating teachers, the students coordinator and the support team of the Office of Assistance of the Vice Chancellor of Student Services of New Enrollment (See evidence 5.2.1, page 38-39). The table shown explain which assessment instrument will be use and when with the person responsible for the data collection. The data collected can be verifiable because in each cycle the SoED Coordinator work with the AD and other personnel to ensure that the evaluation and assessments instruments are hand in on time by the faculty to complete the proper statistics. The assessment include samples of lesson plan, reflexive diaries and dispositions evaluations, as well as the semester reflection, cumulative progress report, and other required documentation. At the end of the academic year, the appointed person organize the data and begins the Quality Assurance System for another year.

To determine that the data collected is representative, it need to express the extent to which a measure or result is typical of an underlying situation or condition, not an isolated case. QEMEC and the Curriculum Committee (Evidence 5.1.1, page 18) periodically review the evaluation practices and teacher candidate assessments to ensure the correct application of the instruments and make the necessary adjustments if they are necessary. The University Faculty Supervisor and Cooperative Teachers evaluations used to eliminate any unfairness in the evaluation and determine candidate's grade. Both evaluators independently complete Field and Clinical Experience Assessments. The data from the independent evaluations are aggregated and compared as part of the annual data review and analysis (Evidence 6, 12, 13). Additionally, the assessments aligned with PRDE Teacher standards, resulting in outcomes that are fair, accurate, and consistent; also, they comply with what the PRDE demands as competencies of a highly qualified teacher.

The SoED is planning to develop an electronic data collection system as part of the SoEDQAS. The data system will accumulate the information of three or more cycles of administration and collection of all assessments (see assessment data in Standards 1, 3, and 4). In addition, the data will be publish in a dashboard on the SoED webpage, and will be available for all SoED faculty and staff to review on a continuous basis. The Blackboard Platform will be used to maintain data and relevant information available to the professors and other administrative personnel to help gather information about students through specific reports in the system. In addition, the University Student Data System (Banner) accumulates a lot of information, not public, but available to SoED Dean and professors in case they needed. The information that Banner system includes is registration, grades, alumni information, and student personal information.

The collected information is actionable if it supplies who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal. The data collected using SoEDQAS will be accessible on the SoED website. This page is under revision to update it (Evidence 5.4.3). SoED expect that because of the revisions made during the Continuous Improvement Cycle (Evidence 5.1.1, page 1), decisions about the strengths and areas for growth within each program be implement. Program faculty could review the data and make suggestions of changes that is incorporated to program. QEMEC and other committee review data across programs to identify and suggest any change necessary. Using the instruments provided in standard 1and 2, the faculty provide feedback to candidates (actionable) that is directly related to the preparation program and can be used for program improvement.

The Teaching Practicum Evaluation Instrument (Evidence 1.5.1) created by the faculty to ensure that Teacher Candidates successfully complete and comply with all expectations of the SOED prior to being recommended for graduation. It design to be use during the students' senior year, after completing their Student Teaching Clinical Experience. This instrument measures the development of competencies required for classroom performance. This instrument has eight main competencies operationally defined through 60 items that measure Teacher Candidate's behaviors required for classroom performance. The competences are related to the candidate Knowledge about the Principles and Structure of the Subject Matter, Evaluation of Oral and Written Communication. Integration of the Subject Matter Content in Planning, Knowledge of instructional strategies and materials, Awareness of diversity to develop instructional strategies, Knowledge and use of formal and informal assessment measures, Creation of learning environments to promote integral development, and Demonstration of the professional dispositions of leadership and collaboration. In the completion of this evaluation tool, Cooperative teachers, school principals and student teaching University Faculty Supervisors evaluates Teacher candidate's performance. Each item is measured to determine the candidate mastery: 1 (Non Acceptable), 2 (Beginner), 3 (Satisfactory), 4 (Competent), and 5 (Excellent). Competence 2 (Evaluation of Oral and Written Communication) of this assessment tool evaluated the students' effective oral and written communication during the practicum experience. In 2014-2015, 52 students out of 57 (91.23%) were evaluated as having a performance over the satisfactory level. The 80% of the students achieved the expected performing over the beginner level. Cronbach's alpha reliability coefficient was 0.397. When compared to previous year, the Cronbach alpha value increased, but it is still no strong enough. ANOVA results showed no statistically significant differences in STET Competence 2 among groups (Evidence 6, page 5). In 2015-2016, for Competence 1 (Knowledge about the Principles and Structure of the Subject Matter) and Competence 3 (Integration of the Subject Matter Content in Planning) were evaluated during the practicum experience: 74 out of 81 students (91.36%) were evaluated as having a performance over the satisfactory level in competence 1; and 77 out of 81 (95.06%) in competence 3. The expected 80% of the students performing over the beginner level was achieved (Evidence 6, pdf page 35). In 2016-2017 (Evidence 13, page 17), Competencies 5 (Awareness of diversity to develop instructional strategies), 7 (Creation of learning environments to promote integral development), and 8 (Demonstration of professional dispositions of leadership and collaboration) of this assessment tool evaluated the students' disposition to become a caring teacher. The instrument data gathered showed that a 59/63 (93.65%) candidates were evaluated as having a performance over the satisfactory level in competence 5; 59/63 (93.65%) in competence 7; and 62/63 (98.41%) in competence 8. The 80% of the students achieved the expected performing over the beginner level. Results from ANOVA and Tukey Post Hoc analysis showed no statistically significant differences among groups for the instrument Competence 5 ($F=0.289$, $p=0.833$), Competence 7 ($F=0.757$, $p=0.523$), and Competence 8 ($F=0.794$, $p=0.502$).

Advanced Program

SOEDQAS relies on relevant, verifiable, representative, cumulative, and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent because the quality assurance system that was design for graduate programs is systematic, articulated and continuous. It requires collecting, analyzing and interpreting data and information from multiple sources in order to determine to what extent the School of Education is achieving its mission and goals. Through the assessment, the achievements, processes and experiences that lead to these results are examined, as well as the limiting factors, in order to generate strategies that lead to their improvement. The Appraisal Plan reflects the genuine interest of the quality of education and effectiveness in the teaching-learning process of the student in conjunction with the faculty, directors and administrators.

The fundamental purpose, and the focus of this plan, is the design and implementation of the process of assessing the learning outcomes of the student and directing it to the continuous improvement of the quality of the teaching-learning process. This plan provides a frame of reference for the academic programs of the School of Education to implement a system that can collect evidence about student learning, according to the objectives of the academic program. This appraisal plan is a formative and continuous process that aims to recollect, analyze and interpret information about what the student has learned and how it handles the information received. The professional courses will be use for the findings of this process in order to improve student learning, teaching, academic planning and curricular revision and administrative management, among others, according to the expectations established in the mission, the goals and objectives of the School of Education. The process of assessing student learning is aimed at answering the following questions: • What is the profile of the student of the School of Education for each academic level?, • What do we do to achieve that learning?, • How do we demonstrate student learning?, • What actions do we take after the analysis of the findings?. The answers found will be aim at promoting

reflection on the commitment to student learning. It also reflects the interest to improve the quality of education and the effectiveness of the teaching-learning process of the student in conjunction with the faculty, directors and administrators. Student learning is one of the most important components of the School of Education. Therefore, we are guided by the principles for an excellent practice.

The Evaluation Plan for Graduate Programs in Education has as its commitment the commitment of the School of Education with the development of the competencies required of its graduates and the effectiveness and continuous improvement of its programs. That is why the AP based on the Conceptual Framework of the School of Education, Standard 3, 4 and 5 from the "Middle States Commission on Higher Education (MSCHE), and the Standards of the Council for the Accreditation of Educator Preparation (CAEP)". The Conceptual Framework of the School of Education reflects the commitment to the development of reflective educational leaders of their knowledge and educational practice; collaborative effective; constructivists; sensitive to individual differences, moral and equity problems; and that influence educational organizations. Likewise, the School seeks to create a learning environment that promotes individual creativity and the integration of theory and practice.

The Characteristics of Excellence of the MSCHE and the CAEP Standards help to assess the continuous process that seeks to demonstrate that students are developing or have developed the "learning outcomes" (knowledge, skills, and dispositions) that the education institution superior has identified as part of the profile of the graduate. The MSCHE in the document Assessing student learning and institutional effectiveness: Understanding Middle States expectations (2005) states that the assessment of learning is the third of four steps in the assessment cycle of teaching and learning. First, development of clearly defined learning outcomes. "Learning outcomes" are the knowledge, skills, and competencies that a student is expected to demonstrate once they have completed a course, academic program, co-curricular program, general education requirements or other specific experiences. Second, the offering of courses, programs and experiences that provide opportunities for students to achieve these "learning outcomes". Third, assess student achievement in achieving "learning outcomes". Fourth, use the assessment results to improve teaching and learning and to make planning and budgeting decisions (Evidence A.5.4.1).

As mention in the previous section, the AP for Graduate Programs in Education proposes that the assessment activities be in three stages: initial, intermediate and final. The data that used to assess the candidate knowledge skills, and dispositions are course grades, Master Degree Comprehensive Test or EDUC 604, Master Degree practicum grades, Doctoral Degree Comprehensive Test and Dissertation Courses (EDUC 905, 906). The data collected is representative, it need to express the extent to which a measure or result is typical of an underlying situation or condition, not an isolated case. QUEMEC and the Curriculum Committee periodically reviews help to evaluate the faculty practices and candidates assessments to ensure the correct application of the instruments and make the necessary adjustments if they are necessary. The University Faculty Supervisor and Cooperative Directors feedback eliminate any unfairness in the evaluation and determine candidate's grade. The data from the independent evaluations are aggregated and compared as part of the annual data review and analysis (Evidence 7, pdf page 1, 15, 32). Additionally, the assessments aligned with Directors Profile Standards, resulting in outcomes that are fair, accurate, and consistent; also, they comply with what the PRDE demands as competencies of highly qualified candidates. One of the assessments use to evaluate the candidates performance in the Directors Practicum is the Student Evaluation Rubric (Evidence 1.2.4, page 20). This instrument have 20 criteria's that measure knowledge, skills, and dispositions that the Director need to be effective in a school environment. The SoED Dean determine that after examining the rubric it needs to be review and align to the ELCC Standards in order to comply with the SPA's purpose of deep understanding of the critical concepts and principles of their discipline. A sample of seven candidates' evaluations with this rubric was select. Five candidates out of seven (71%) were evaluate very satisfactory in all the criteria (A.5.2.1).

Students in the master and doctoral level must approve their courses with a minimum grade of C and must have a GPA of 3.00 as stated in the academic norm. The ABC-Grade rate in the grade distributions in the MEd professional courses achieved the expected 80% in all the professional courses in both years. The percentage of students enrolled in the professional courses during the academic year 2012-13 that comply with the expected minimum GPA of 3.00 is 93.25% (83/89 students) of the; 98.64% (73/74 students) in 2013-14; and 100% (58/58 students). The ABC-Grade rate in the grade distributions in the EdD professional courses achieved the expected 80% in all the professional courses. The percentage of students enrolled in the professional courses during the academic year 2012-13 that comply with the expected minimum GPA of 3.00 is 100% (42/42 students); 94.12% (32/34 students) in 2013-14; and 91.67% (44/48 students) in 2014-15 (Evidence 7, pdf page 3-4). Students in the master and doctoral level must approve their courses with a minimum grade of

C and must have a GPA of 3.00 as stated in the academic norm. The ABC rate in the grade distributions in the MEd professional courses achieved the expected 80% in all the professional courses. The percentage of students enrolled in the MEd professional courses during the academic year 2015-16 that comply with the expected minimum GPA of 3.00 is 93.75% (60/64 students) (Evidence 7, pdf page 17-18). The ABC rate in the grade distributions in the MEd professional courses achieved the expected 80% in all the professional courses. The percentage of students enrolled in the MEd professional courses during the academic year 2016-17 that comply with the expected minimum GPA of 3.00 is 100% (81/81 students). For the Doctoral Program the ABC-Grade rate in the grade distributions in the EdD professional courses achieved the expected 80% in all the professional courses. The percentage of students enrolled in the professional courses during the academic year 2012-13 that comply with the expected minimum GPA of 3.00 is 100% (42/42 students); 94.12% (32/34 students) in 2013-14; and 91.67% (44/48 students) in 2014-15 (Evidence 7, pdf page 4). The ABC-Grade rate in the grade distributions in the EdD professional courses achieved the expected 80% in all the professional courses. The percentage of students enrolled in the EdD professional courses during the academic year 2015-16 that comply with the expected minimum GPA of 3.00 is 88.24% (30/34 students) (Evidence 7, pdf page 18). The ABC-Grade rate in the grade distributions in the EdD professional courses achieved the expected 80% in all the professional courses. The percentage of students enrolled in the EdD professional courses during the academic year 2016-17 that comply with the expected minimum GPA of 3.00 is 83.33% (25/30 students) (Evidence 7, pdf page 36). The grade distribution for 2017-2018 and current will be report in the 2019 AR.

In 2014-2015, 71.4% (10/14 students) approved the Comprehensive Test. One student had the leadership component approved from the previous academic year and got the final approval after repeating the social context component. Two students had the social context component approved from the previous academic year and got the final approval after repeating the leadership component. In 2014-15, EdD comprehensive test scores reliability was strong with a Cronbach alpha=0.801. Results from 2013-14 and 2014-15 comprehensive exam components were compare. For the Social Context component, there was significant variability (F= 4.480, Sig = 0.044) and no significant difference in the t-test for independent samples (t= -4.17, df=27, Sig 2-tailed =0.680). For the Leadership component, there was no significant variability (F= 2.313, Sig = 0.139) and no significant difference in the t-test for independent samples (t= -2.63, df=28, Sig 2-tailed =0.794) (Evidence 7, pdf page 7). In 2015-2016, 80.0% (8/10 students) approved the exam. One student had the leadership component approved from the previous academic year and got the final approval after repeating the social context component. The test scores reliability was strong with a Cronbach alpha = 0.820. Results from 2014-15 and 2015-16 comprehensive exam components were compare. For the Social Context component, there was significant variability (F=5.660, p= 0.028) and no significant difference in the t-test for independent samples (t= -0.751, df=19, Sig 2-tailed =0.462). For the Leadership component, there was no significant variability (F= 2.399, p= 0.137) and no significant difference in the t-test for independent samples (t= -1.081, df=20, Sig 2-tailed =0.293) (Evidence 7, pdf page 19). In 2016-2017, 100% (7/7 students) approved the exam. Results from 2015-16 and 2016-17 comprehensive exam components were compare. For the Social Context component, there was no significant variability (F= 0.011, p= 0.920) and no statistical significant differences between scores in the t-test for independent samples (t=1.061, df=14, Sig 2-tailed =0.367). For the Leadership component, there was no significant variability (F=0.745, p= 0.403) and no significant difference in the t-test for independent samples (t=0.919, df=14, Sig 2-tailed =0.374) (Evidence 7, pdf page 36).

5.3, A.5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

SoEDQAS (Evidence 5.1.1, page 1 & 2) as described before (sections 5.1 and 5.2), ensures that data are systematically collected, analyzed, monitored, and reported throughout the academic year. Program faculty and the different committee members review data during their meetings; they review the data and QEMEC committee program data annually. The committees uses SoEDQAS Internal Audit Rubric (Evidence 5.1.1, page 13) to establish the criteria that must be examine when evaluating programs, is a flexible document that could be adapted to the program to be evaluated as necessary. After the committee use this document then write the SoEDQAS Internal Audit Report (Evidence 5.1.1, page 10). This document gathers the changes suggested according to the area to be review with a justification of why they suggest the change. All data collected within the continuous improvement process are tracked over time. Assessment data included in Standards 1 to 4 are shared annually with faculty, and are posted on the SoED web site to ensure monitoring and review of data and to

all those interested. Evidence 5.1.2 is an example of the checklist use by all the institution schools for the new program creation, this checklist help to include all the information needed in the creation of a new program.

Additionally to the efforts of each committee, the institution has in place an AP to guarantee program effectiveness and student learning. The purpose of the Institutional Effectiveness and Student Learning AP (IESLAP, Evidence 5.3.1), is to delineate the process of assessment for overall institutional effectiveness. Additionally, it aims to promote the integration of planning and assessment at the institutional level and each activity or academic area. The plan outlines efforts at the institutional level and provides guidelines for operational units of the institution to develop AP's as part of their respective work plans. IESLAP also drives a continuous improvement process that focuses on the critical areas of the university performance. This is a comprehensive process focusing on seven activity areas: UAGM Gurabo Campus Schools/ Programs, Student Services, Additional Locations/Branches Campuses, Research and External Sponsors, Information Resources, Internationalization, and Support Services. These areas are tied to all the standards of accreditation identified by the Middle States Commission on Higher Education. This Plan is a working tool for the UAGM Gurabo Campus schools and administrative offices. The document indicates how to conduct assessment in a practical, cost efficient and effective way. For practical reasons, this document is divide in two parts: Assessment of Student Learning and the Assessment of Institutional Effectiveness. UAGM Gurabo Campus also recognizes that assessment, planning, and fiscal matters are interrelated. Thus, assessment results yield recommendations and the implementation of improvement efforts and is a starting point for institutional, school and unit planning and budgeting.

The purpose of Student Learning Assessment is the review of the learning experiences of our students at UAGM Gurabo Campus, and its focus is to guide academic programs in the development of student learning outcomes and evaluate what students should learn. Therefore, assessment of student learning shall be primarily course- embedded and school/program-based. Academic assessment ensures that schools reviews contribute in a fundamentally important way to the achievement of the Institution's Mission. The assessment of student learning must demonstrate that the institution's students have knowledge, skills, and competencies consistent with institutional goals and those candidates at graduation have achieved appropriate higher education goals [MSCHE]. The assessment of student learning at UAGM Gurabo Campus is a decentralized process by which faculty in each academic department or program, at both the undergraduate and graduate levels, identify key learning outcomes, determine how outcomes will be measured, carry out assessment activities, analyze results, and use those results in program planning to improve student learning.

A report is sent to Associate Vice-Chancellor of Evaluation and Evaluation of Teachers, for each selected course section will be produce following the format established (AR-1 - Course Level Assessment Report, Evidence 5.3.2 page, 24). This report must be complete and submit by the professor to the leader of the academic program of the school. This course level report (AR-1) will serve to prepare the assessment report of academic program (AR-2 - Program Level Assessment Report. Evidence 5.3.1, page 26). The Program Level Assessment Report (AR-2) will be generate by the program leader and submitted to the dean of the school annually. Its purpose is to continue with the process of closing the loop (Evidence 5.3.1, page 5). Then a report (AR-3) for each unit will be produce following the format established for each activity area mentioned in the Continuous Improvement Process. The AR-3 (Evidence 5.3.1 page 28), Assessment Report of school and additional locations, has to be reported by the dean of each academic school and by the director of the additional locations. Evidence 5.3.3 show a sample of an AR-1.

SoED review AP's during and, as part of, the cyclic reviews of assessment results. Therefore, the evaluation of AP shall be incorporate into the assessment process itself and conducted on a regular basis. This review need not be complicated. It should lead to the refinement or improvement of the plans and eliminate ineffective assessment practices that are likely to promote frustration and a negative response to the assessment process. The AR1 and AR2 collected as evidence about student's development and learning outcomes and used to make decisions about resource allocation in planning for the program effectiveness and the overall institutional effectiveness. Furthermore, AR3 is use to improve academic programs, enhance the environment provided for teaching and learning and measuring overall student success. To track students' performance over time the SoED uses the Key Courses in each level to ensure that the student is acquiring the necessary skills for the profession. For Undergraduate Program, the key courses are EDUC 106, 401, 435,436, and Practicum. For Master Degree Program, the Key course are EDUC 503, 504, 506, 510, 519, 520, 702, 705, and Practicum. For Doctoral Degree Program the key courses are EDUC 801, 802, 804, 805, 806, and 807. Tracking the student grades, rubrics, surveys and portfolio gives the idea of how the student is developing those necessary skills. These procedures are stated in standard 1 and 2 (For Syllabus see Evidence 3.4.1 and 3.4.4).

5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction.

A.5.4 Evidence Required for this Component–Measures of candidate impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction. Outcomes include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.

Initial Programs

SoEDQAS effectiveness is evidence-based according to its quality assurance system and data collected through a process of continuous improvement. These systems and data-informed for continuous improvement provides information of how well the SoEDQAS is working in terms of responding to questions about the effectiveness of preparation and use of that capacity to investigate innovations and inform continuous improvement. As part of the continuous improvement cycle detailed in the previous section, measures of candidate impact are included in the process, and drawn from a variety of data sources. One of the sources that we can use to measure candidate impact on student learning is the evaluation through recurring formative assessments and in some standardized culminating assessment that includes explicit demonstration of student learning. The Grade Distribution Data (Evidence 13, page 15-20) gives an idea of how the student is assimilating the content of each course. The Grade distributions for General Education courses were gathered. In the 2018, CAEP AR for Initial Programs Table 9 on page 6 show that at least 91.76% of the students enrolled got ABC grades. Passing grades required to approve a course in the SOED.For the Professional Pedagogical courses a 92% of the students enrolled in any pedagogical course got an A, B or C-Grade (minimum grade required to pass a course in the SOED). This indicates that students are effectively receiving the necessary knowledge to be a teacher in Puerto Rico.

The Teaching Practicum Evaluation Instrument (Evidence 2.3.1) for initial, follow up and final student evaluation based on the Conceptual Framework of the SoED and responds to our theme: Leadership, Collaboration and Reflection to Transform Education. It comprises 17 competencies divided into: 1-5 (Knowledge), 6-13 (Skills), and 14-17 (Values/Dispositions). This assessment tool is use when the student reaches his/her senior year. A Likert scale measures each item: 1 (Non Acceptable), 2 (Beginner), 3 (Satisfactory), 4 (Competent), and 5 (Excellent). The performance indicators are aligned with the accreditation standards for teacher preparation programs in Puerto Rico. The final evaluation based on 60 performance indicators under the following competences. (The candidate/teacher has knowledge of the principles, concepts and structures of the subject taught. The candidate/teacher effectively uses verbal and non-verbal communication. The candidate/teacher plans the instruction based on the knowledge of the subject, the level and abilities of the students and the curricular goals. The candidate (s) the teacher knows and uses a variety of instructional strategies and materials. The candidate (s) a teacher recognizes that students develop and learn in different ways and provides instructional experiences that address this diversity. The candidate (s) a teacher knows and uses formal and informal assessment strategies to evaluate the development and progress of the students. The candidate (s) the teacher maintains a learning environment that promotes the intellectual, social and personal development of the students. The candidate/teacher has the leadership and collaboration provisions expected of an education professional. This instrument is fill by the Cooperating Teacher and the University Faculty Supervisor. Also the Teaching Practicum Evaluation Instrument: Administrative Initial Visit (Evidence 2.3.1) was design to offer valuable information to the University Faculty Supervisor about the knowledge, skills, and attitudes that the Teacher Candidate is receiving at the beginning of the teaching-learning process from the Cooperative Teacher as a model. This will help the Teacher Candidate to program those activities that will help him to carry out the administrative work successfully and those that help to obtain information of each one of his students and that help him to carry out successfully the process of teaching practice. Some of these activities are the preparation and use of documents like professional notebook, home lounge registration, plan book, material box, test book, reflective diary, portfolio, roll book, and the use of the computer. In addition, it will help the University Faculty Supervisor to have an initial vision of how the student-teacher remains receiving the information that will train him/her in all the knowledge, skills, and attitudes of the field of education. The University Faculty Supervisor will have a clear picture of the name of the school, school principal, cooperative teacher, grade and subject that was assign to the Teacher Candidate (Evidence 2.3.1).

SoED administer an Employer Satisfaction Surveys during the last semester. Evidence 4.3.2, shows a sample of the instrument answered by School Directors, and explicitly link preparation satisfaction with various elements of preparation that are important for the accreditation. As a result, this instrument will collect information to understand how the candidates are responding in the real scenario according with their education. It will be a reflection of how well the program instructed the student in the different areas of the profession. Also, give us information about the employer experience with the candidates. After reviewing the gathered surveys, in general the employer that answered the survey are satisfied with SoED programs and find that our programs are outstanding and very effective and that we comply with preparing future teachers with the necessary tools to be a good teacher within the PRDE. One hundred percent of the respondents believe that our programs meet the expectations of the PRDE. One hundred percent says that the teacher preparation programs of the School of Education at Universidad Ana G. Méndez, Gurabo Campus develop the professional skills necessary to be an effective teacher in the classroom. One hundred percent says that the School of Education at Universidad Ana G. Méndez, Gurabo Campus is a leader in developing high quality teachers. One hundred percent says that the School of Education at Universidad Ana G. Méndez, Gurabo Campus is recognize for its excellence in the preparation of future educators who, through knowledge, skills, and dispositions, direct them towards the transformation of education.

The Satisfaction Survey for Undergraduate Candidates (Evidence 4.3.1, page 1) was administer last December 2018. This instrument have questions that focus on the teacher knowledge, skills, and dispositions necessary to be an effective teacher in the classroom and it is answer by the Teacher Candidate in its Clinical Experience. In the first part of the instruments, there are questions that address completer's performance in the classroom. One of the questions ask if the completer is satisfied with his preparation in the Teacher Preparation Program of the Universidad Ana G. Méndez (Former Universidad del Turabo) regarding the execution of his responsibilities as assigned to work with the students. Ten (10) out of 11 (90%) candidates answer that they are satisfied with his preparation in the Teacher Preparation Program. 1 out of 11 (9%) answer that was not satisfy with his preparation in the Teacher Preparation Program. Evidence 4.3.3 page 25, shows the results for each of the criteria in the survey. Evidence 4.3.1 page 3-24, is a sample of the survey answer by the completers.

Another measure that is use to demonstrate impact of the program is the Study of Upcoming Students to Graduate (Evidence 5.4.1). Evidence shows a sample of administered surveys during 2018. This is a measure of how the program and services meet or surpass the student expectation. It is define as "the number of students or percentage of total students, whose reported experience with the program or its services (ratings) exceeds specified satisfaction goals". The main purpose of this study is to know about the employability of graduation candidates during their university life while they studied in the face-to-face institutions of the Ana G. Méndez University System (SUAGM) in Puerto Rico. In addition, it aims to assess students' perceptions of student services and acquired academic skills. The main objectives are create a socio-demographic profile of the candidates for graduation, know the employment rate before graduating, know the students' perception of the services received, know the relationship of their employment with the studies and compare the results with the previous study. Despise this instrument is an institutional one there certain aspects that are of great value for SoED. The analysis (Evidence 3.1.1, page 17) of this instrument indicates that for 2017-2018, 100% of the candidates are very satisfied with the professional preparation received, in 2016-2017, 98% of candidates are very satisfied, in 2015-2016, 97% of candidates are very satisfied. The consistent data tells us that the candidates see the SoED programs as trustworthy where they receive the teaching experiences needed to be a teacher in Puerto Rico.

The graduation rates (Evidence A.3.1.1) is the percentage of a school's first time, first-year undergraduate students who complete their program within 150% of the published time for the program. For example, for a four-year degree program, entering students who complete within six years count as graduates. For the Initial Program, during the two years period, the number of graduated students in the SoED TPP increased from 85 students in 2014-15 to 92 students in 2015-16. Fifty-six (56) were enrolled in Main Campus Gurabo; nine (3) in the Off-Campus Center of Isabela; and twenty-seven (27) in the Adult Accelerated Program (AHORA). No students graduated from the Cayey and Ponce Off-Campus Centers (Evidence 12, Table 2, page 3). However, during the two-year period, the number of graduated students in the SoED Teacher Preparation Programs (TPP) decreased from 86 students in 2015-16 to 79 students in 2016-2017. Fifty-two (52) students were enrolled in Main Campus Gurabo; three (3) in the Off-Campus Center of Isabela; and twenty-four (24) in the Adult Accelerated Program (AHORA). No students graduated from the Cayey and Ponce Off-Campus Centers. See Evidence 13, Table 2, page 3). For the Advance Program, the number of students who completed the SoED Educational Leadership Program did not change from 2014-15 to 2015-16: 16 students. In the MEd degree, there were two less graduates from 7 (2014-15) to 5 (2015-16); in the EdD degree the amount of graduates increased, from 9 in 2014-15 to 11 in 2015-16 (Evidence 7, Table 2, pdf page 17). In addition, for 2016-2017, the number of students who completed the SoED Educational

Leadership Program increased by 19 students from 2015-16 to 2016-17. All 19 students were enroll in the Master in Education degree. The number of graduates from the EdD program was equal to the previous year: 11 students (Evidence 7, table 2, pdf page 34). Students Loan Default Rate (Evidence 3.1.1, page 32) for FY 2015 is 6.6. This indicate that our institution is not subject to any sanctions.

Advanced Programs

Candidates in the master and doctoral level must approve their courses with a minimum grade of C and must have a GPA of 3.00 as stated in the academic norm. The Grade Distribution Data in the MEd professional courses achieved the expected 80% in all the professional courses in both years. The percentage of students enrolled in the professional courses during the academic year 2012-13 that comply with the expected minimum GPA of 3.00 is 93.25% (83/89 students) of the; 98.64% (73/74 students) in 2013-14; and 58 out of 58 for 100% of candidates (Evidence 7, pdf page 4). The ABC-Grade rate in the grade distributions in the EdD professional courses achieved the expected 80% in all the professional courses. The percentage of students enrolled in the professional courses during the academic year 2012-13 that comply with the expected minimum GPA of 3.00 is 100% (42/42 students); 94.12% (32/34 students) in 2013-14; and 91.67% (44/48 students) in 2014-15 candidates (Evidence 7, pdf page 4, Table 4). For the 2017 AR (2015-2016), the ABC rate in the grade distributions in the MEd professional courses achieved the expected 80% in all the professional courses (Evidence 7, Table 3, pdf page 18). The percentage of students enrolled in the MEd professional courses during the academic year 2015-16 that comply with the expected minimum GPA of 3.00 is 93.75% (60/64 students). The percentage of students enrolled in the EdD professional courses during the academic year 2015-16 that comply with the expected minimum GPA of 3.00 is 88.24% (Evidence 7, Table 5, pdf page 18). For the AR 2018 (2016-2017), the ABC rate in the grade distributions in the MEd professional courses achieved the expected 80% in all the professional courses (Evidence 7, Table 3, pdf page 35). The percentage of students enrolled in the MEd professional courses during the academic year 2016-17 that comply with the expected minimum GPA of 3.00 is 100% (81/81 students). The ABC-Grade rate in the grade distributions in the EdD professional courses achieved the expected 80% in all the professional courses. The percentage of students enrolled in the EdD professional courses during the academic year 2016-17 that comply with the expected minimum GPA of 3.00 is 83.33% (Evidence 7, Table 5, pdf page 35). As you can see, there is a consistency in the percentages of average grades. This shows a correspondence or uniformity among the grades rates.

The MEd candidate evaluation in the course EDUC 515: Practicum in School Administration and Supervision as a clinical practice internship made with the instrument Student Performance Evaluation (Evidence A.5.4.1). This instrument evaluates 20 aspects that are art of the functions of a director. The candidate also auto evaluated his own performance using the Student Performance Auto-Evaluation (Evidence A.5.4.1, page 2). Both instruments evaluate knowledge, skills, and dispositions that the candidate need to display as evidence of the acquisition of the necessary skills according with the Profile of School Director (Evidence A.2.1.2). This instrument is part of the AP for the MEd Programs and is define as a systematic, articulated and continuous process that requires the collection, analysis and interpretation of data and information from multiple sources with the purpose of determining to what extent the School of Education is achieving its mission and goals. Through the Assessment, the achievements, processes and experiences that lead to these results are examine, as well as the limiting factors, in order to generate strategies that lead to their improvement. The AP reflects the genuine interest of the quality of education and the effectiveness in the teaching-learning process of the student in conjunction with the faculty, directors and administrators (Evidence A.5.4.1 page 3). The AP for Graduate Programs in Education proposes that assessment activities be carry in three stages: initial, intermediate and final. The stages were determined through an analysis of the courses that are part of the different curricula. The Initial Stage focuses mainly on the core or specialty courses of the first year. The Intermediate Stage considers more advanced courses and that, in general, correspond to the specialty or option courses. This stage is the one that requires the most dialogue, since the input of the experts of said specialties is essential to determine which assessment activities and instruments should be maintained, modified, eliminated or added. The Final Stage based on the courses of the final part of the curricular sequence such as the case of the EDUC 602 or 617 courses and the comprehensive MA or EDUC 604. These courses or degree requirements apply to all the master's programs in Education. In addition, because they are thesis, research projects, integrating seminar and degree exam, the assessment process is very relevant and effective, since it is expect that the student integrate the skills developed in the previous courses in the case of programs of mastery. In the case of the Doctoral Program, the final stage is identify with the courses Educ. 905 and Educ. 906, the courses in which the students enroll their dissertation process. The

table on Evidence A.5.4.1 page 15 presents a summary of the graduate programs and the courses identified for the assessment activities followed by a more detailed explanation of the three stages.

SoED administer an Employer Satisfaction Surveys during the last semester. Evidence A.5.4.2 shows a sample of the instrument answered by Region Superintendent, and explicitly link preparation satisfaction with various elements of preparation that are important for the accreditation. The instrument collect information to understand how the candidates are responding in the real scenario according with their professional preparation as a Teacher. It will reflect how effective the program is in the different areas of the profession. Also, give us how our candidates are performing in their area of expertise. The instrument was administer to various persons but we retrieved only one. We expect to have a better response this semester. After reviewing the gathered survey, in general the employer that answered the survey is very satisfied with the program and qualify our program as an outstanding programs and very effective and that we comply with preparing directors with the necessary tools to be a good director within the PRDE.

The Satisfaction Survey for Graduate Candidates (Evidence 4.3.1, page 1-14) shows a sample of administered surveys during 2018. The measure of how the program and services meet or surpass the candidate's expectations. The consistent data tells us that the candidates see the SoED programs as trustworthy where they receive the teaching experiences needed to be a teacher in Puerto Rico. 100% (6/6) of candidates says that the SoED comply with the criteria's a, b, c from question 5. Question 5 says; The Educational Administration program of the School of Education of the Universidad Ana G. Méndez, Gurabo Campus develops the necessary professional skills to be an effective director. Also says that the School of Education of the Universidad Ana G. Méndez, Gurabo Campus is a leader in developing high quality directors. Also, with the criteria that says that the School of Education of the Universidad Ana G. Méndez, Gurabo Campus is recognized for its excellence in the preparation of future directors who, through their knowledge, skills, and dispositions, direct them towards the transformation of education.

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider are involved in program evaluation, improvement, and identification of models of excellence.

SoED includes a variety of appropriate stakeholders in the improvement, and identification of models of excellence appropriate for the programs developed and offered. PRDE agreements with the EPP's strengthen the programs. The SoED webpage (http://ut.suagm.edu/es/educacion/acreditaciones) gives all the information needed to all the parts involved understand the work done in the school internally and the activities prepared for the candidates. Also, because of the involvement of the regular faculty in the different committees the decision making process is ongoing and continuous. SoED is compose of a variety of Committee that help in the decision-making. The committees are 1. Quality and Effectiveness Management Executive Committee (QEMEC), 2. Internationalization, Alliances and Technology Committee (IATC), 3. Entrepreneurship and Sustainable Action Projects Committee (ESAPC), 4. Research and Publication Committee (RPC), 5. Curriculum, Innovation and Activities Committee, 6. Retention Committee (RC), 7. Recruitment Committee (RCC) (Evidence 5.1.1, page 19). Each Committee (Evidence 5.1.1, page 19) meets as frequently as needed, as a part of the ongoing decision-making processes. The committee reviews data and inputs from programs, and makes decisions that influence the entire system based on the information available. According to the QAS as explain before (Evidence 5.1.1, page 1 & 2) all program curriculum changes must be discuss and approved by the QEMEC committee before it moves to the university level. At the end of the academic year, program representatives of the SoEDQAS review and discuss the data from each program. Then develops the SoEDQAS Committee Internal Report (Evidence 5.1.6), which is then reviewed by QEMEC. According to the most current data, the QEMEC discusses findings across programs, and makes recommendations for program changes, with the ultimate goal of developing candidates who will positively influence P-12 students. The Innovation Teaching and Clinical Experience Center (ITCEC) is set up to be in charge of all matters related to clinical experiences (Evidence 5.5.1). This center will make decisions related to the student's experiences in the public or private school. The clinical educators complete the Teaching Practicum Evaluation Instrument: Final (Evidence 2.3.6, slide 8) at the end of each semester giving feedback on how candidates perform on Knowledge, skills, and dispositions. This instrument is analyze by TPC to make decisions about the Clinical experiences among other instruments used in the clinical experiences.

Evidence 5.1.1 page 8 and 5.1.1 page 17 shows the agenda and the minutes sample sheet for the QEMEC meeting in which they need to make recommendations for the work plan of SoED. This recommendation helps the School Dean to make other

decisions regarding SoED work plan. The SoEDQAS outlines a framework that represents the essential elements of the EPP programs, and provides a design for ensuring coherence among curriculum, instruction, assessment of candidates, and participation in field and clinical experiences. The SoEDQAS shows a view of how to best prepare candidates to deliver educational services to children, youth, schools, families, and communities. It is a guide for the efficient delivery of experiences require in each program and provides the basis for developing quality programs that facilitate continuous improvement. SoED is constantly identifying its clinical partners and continuously provide the candidates with the best learning environment possible to develop candidates who effectively demonstrate their knowledge, skills, and dispositions to advance P-12 student learning and development.

Standard A.1. Content and Pedagogical Knowledge (Advanced Programs)

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard and answer the following questions for each item.)

ii. Analysis Report. Write a narrative that delineates the connection between the evidence and the Standard.

Advance Programs-Master Degree in Educational Administration (MDEA) and Advance Programs-Doctoral Degree in Educational Leadership (DDEL)

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of appropriate technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

1.   Applications of data literacy

SoED is committed to research and data literacy. As stated on the Graduate Catalog 2017-2018 (Evidence A.1.1.1) on page 81, one of the program objective is to develop professional knowledge, technical skills and attitudes needed to design, implement and evaluate educational experiences in their particular programs. The following courses demonstrate that the candidates are prepared, understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced through the application of data literacy. The following courses use applications of data literacy.

EDUC 903 Descriptive Research Methods: The course centers on the structure and process of descriptive research in education. The content includes the concepts of relationships, correlations and descriptive paradigms, descriptive sampling techniques, collection and organization of data, reliability and validity standards, descriptive methodology, and statistical analysis. The course provides advanced doctoral students with the theoretical foundations necessary to understand qualitative inquiry and to enhance their abilities to conduct qualitative research and evaluation. These skills are proposed to develop individuals capable of solving problems that involve the use of information (ALA, recovered from http://www.ala.org/Template.cfm?Section=Home&template=/ ContentManagement/ContentDisplay.cfm&ContentID=26 962). In this course the candidate research various website to comply with the activities that are designed for the course. The candidate analyze video and perform a research on the internet and / or in the virtual library using reliable sources. He will include references and quotes from authors. Avoid plagiarism and deliver in writing using APA 6th edition. Also will present this task in class in a Power Point Presentation. Evidence A.1.1.2 shows a rubric that evaluates that the candidate use content that is correct, pertinent and adequately supported by reliable sources, including quotes and references (Criteria 2, Content Quality).

EDUC 600 Educational Research (Evidence 3.4.4, page 21), the course centers on the study of educational research methodologies and theory. Emphasis to practical applications of research findings and teacher-conducted research. Research course for all specialties. To demonstrate that the candidate understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced applying data literacy; the candidate must investigate. The investigation must be on the

three research methods, paradigms and types of statistical analysis that are carried out according to each method, and identify three possible research problems in the classroom and 5 justifications for each problem to deliver. This type of activity allows the candidate to select the source of information that is reliable and thus applies the skills of literacy of the information as defined before. In this course the candidate do Google search on the 3 research methods, paradigms and types of statistical analysis that are carried out according to each method and at Google, look for the following guide: APA Style and Publications Manual (Evidence 1.2.4, page 39).

EDUC 617 Classroom Research Seminar, The course centers on the development of a classroom research project in which the student will put into practice the knowledge acquired in the required coursework. This is a research course for all specialties. To demonstrate that the candidate understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced using data literacy skills, the candidate review the purpose and research questions of the study, and write 1st draft of the Justification and Theoretical Framework of the problem. Students write an Introduction to the chapter and review list of references using APA. All candidates will be required to develop an investigation and write a report as a graduation requirement of the Master's Program. Through the course of this component, the nature, scope and basic methods of scientific research and its application to educational research processes are studied. Evidence 1.2.4, page 36, shows the different activities that the candidate will perform during the course to master the research skills, all activities are focused on the development of the research topic and discussion problem.

EDUC 716 Contemporary Problems and Issues: The course deals with problems and issues that relate to the present and future of public and private education. Problems are identified in a forum that brings experiences and current methodology together to address problems that course candidate face as educators. Long range and short-range problem-solving strategies directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources are addressed in terms of current situational models. This course gives the candidate the opportunity to explore the subject using the data literacy skills. One of the activity in the course that is establish in the syllabus is the analysis of two books on contemporary education problems (Evidence 3.4.4, page 35). This activity gives the opportunity to explore and research new information to analyze the trending situations in our Public Educative system.

2.   Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies

EDUC 600 Educational Research, The course centers on the study of educational research methodologies and theory. Emphasis given to practical applications of research findings and teacher-conducted research. Research course for all specialties. To demonstrate that the candidate understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, please refer to the previous explanation of the course. In Evidence 1.2.4 page 39, specifically do Google search on the 3 research methods, paradigms and types of statistical analysis that are carried out according to each method. This activity work directly with the research skills needed to become a real researcher (Evidence 3.4.4, page 21).

EDUC 617 Classroom Research Seminar: The course centers on the development of a classroom research project in which the student will put into practice the knowledge acquired in the required coursework. This is a research course for all specialties. To demonstrate that the candidate understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, The candidate have to revise the purpose and research questions and write 1st draft of the Justification and Theoretical Framework of the Problem. In addition, write the Introduction to the chapter and revise list of references using APA. The candidate enters into contact with what is the quantitative and qualitative

method to determine the study methodology that is important to establish in the first chapter of the dissertation proposal (Evidence 1.2.4, page 36).

EDUC 901 Research Methods in Education: Basic concepts, methods, and problems in educational research are considered in this course, such as discovering the periodicals in one's fields, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports. In this course the candidate, make a research about the different descriptive methods like the survey, observation and correlation. In this course the professor will use as a methodology the class lectures, small group discussions, critique of research studies, discussion of text chapters and articles, preparation for the proposal draft (Evidence A1.1.6).

3.   Employment of data analysis and evidence to develop supportive school environments

EDUC 506: Conflict Resolution in Schools: This course focuses on the knowledge, skills, and abilities required to design, implement and evaluate effective conflict resolution programs in schools. Candidates will be acquainted with the following concepts: inter and intrapersonal conflict resolution, persuasion, problem solving and decision making in conflict in diverse organizations and will develop strategies that could address these conflicts. In this course, the candidate goes through the experience of a simulation that involves mediation and conflict resolution. One of the primary advantages of simulators is that the candidate is able to face practical situations and received feedback when designing any protocol for real world systems. For this, the candidate has to do an investigation on the problematic that wanted to be solve and to use the collected data to establish the necessary procedures that will help to improve the educative atmospheres. This practical course requires a great candidate participation through case discussions, group presentations, simulations, role playing, panel discussions and cooperative learning. The course professor will use the conference, online resources and films to provide information (Evidence 3.4.4, page 6).

EDUC 807 Leadership, Community Relations and Partnerships: This course addresses the identification and utilization of community resources and the creation of partnerships, community linkages and collaboration efforts to provide for best educational practices and opportunities for students. Special attention is focus on the role of school and community leaders in the development and improvement of networks. Individuals enrolled in the course are self-directed learners who will actively engage in collaborative learning. Class participation is expected in (a) doing team research on schools and community initiatives; (b) making oral presentation in class, (c) taking part in discussions simulations and case-study analysis, (d) use technology in a variety of ways. Candidates will be encouraged to video tape themselves prior to their oral presentations so that they can make judgments about their own communication skills, use power-point in their presentations, use Page-maker and other desk-top publication programs (Evidence 3.4.4, page 58).

4.   Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents

EDUC 515: Practicum in School Administration and Supervision (Evidence 3.4.4, page 10) consists of a series of field experiences encompassing all the tasks and functions of school administrators and University Faculty Supervisors. This provides students with the opportunity to apply theories of school administration and supervision. The student placed in an educational institution, which serves him/her as a laboratory to carry out the administrative tasks required of school administrators. In addition to the supervised practice in a teaching center, the student must attend meetings with the University Faculty Supervisor. The candidate participates in activities such as Evaluation of the action plan to deal with community relations or designing the same or the development of a project with the community to address a specific problem of the school (Evidence A.1.1.3, page 14).

EDUC 807 Leadership, Community Relations and Partnerships: This course addresses the identification and utilization of community resources and the creation of partnerships, community linkages and collaboration efforts to provide for best educational practices and opportunities for students. Special attention focused on the role of school and community leaders in the development and improvement of networks. In the course the candidate have to prepare a presentation that can be delivered to a civic, public or private enterprise group describing areas of concern for improving education in the community or to present a project that they could sponsor (Evidence 3.4.4, page 58). In this activity, the candidate will choose a theme that help the community to learn new strategies to solve problems or face some problems and solve them.

5.   Supporting appropriate applications of appropriate technology for their field of specialization

EDUC 702 Administration of Fiscal Resources: The course focuses on basic knowledge related to the administration of fiscal resources. Topics include the components of an operational budget preparation, administration and control, establishing financial priorities, budget transfer, and financial forecasts. The School Director should model effective technology use on a daily basis. That demonstrates to the faculty that they value the efficacy of technology in performing everyday tasks and makes it evident that the principals are personally embracing the initiative. At the end of the course, the candidate will identify the basic elements needed in the preparation of a budget. Establish priorities in terms of the fiscal needs of educational organizations. Develop a simple operating budget for an educational institution considering the basic elements. Identify the necessary techniques to maintain budgetary control. Establish the optimal conditions in which transfers allowed in a budget established. Identify the various sources of income available for fundraising for educational institutions and analyze the relationship between planning in educational institutions and the budgeting process. In order to comply with these objectives he needs to have skills in technology (Evidence 3.4.4, page 27).

EDUC 802 School Finance (Evidence 3.4.4, page 52) : This is a general course in school finance divided into four main areas: context of school finance, strategic planning as the basis for budgeting, budget process, and financial management in education. The candidate will have the opportunity to view school finance as a process in which planning, budgeting and administration integrated in order to achieve organizational goals. To achieve the course goals the candidate need to use appropriate technology resources to complete the tasks assign, demonstrate an operational understanding of the structure of school finance at the public and private level, formulate and design a financial plan for one institution and compare the school finances policies in different countries. Technology has important effects on any operation. Technology has both tangible and intangible benefits that will help the candidate produce the results needed as a school director. Technological infrastructure affects the culture, efficiency and relationships within an educative environment (Evidence 3.4.1, page 5). Evidence A.1.1.4 shows a candidate work sample that elaborates a Strategic Plan to offer integrated service to schools, in this work we can appreciate the integration of technological tools related to their field of study. Starting on page 3 we can see the use of different kinds of graphics (page 3 & 4), figures (page 6, 7) and tables (pages 10-14, 16, 19-22, & 24.)

6.   Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

EDUC 520 Educational Laws and Regulations: The course focuses on the study and analysis of the legal aspects that regulate the educational process in Puerto Rico. This introductory course development managerial thinking in this century and analyzed the new focus of managerial education for the autonomous school of the 21st century. In this course, the candidate will develop a broad conceptual framework on the current legislation that applies to the education system that concerns each educator and the educational administrator. Develop the fundamental skills and knowledge to handle, in an appropriate manner, the cases related to the civil rights of the members of the school community that arise in the school. Describe in a general way, the basic content of the current legislation that directly affects the work procedures in the school core; define the main terms of the current

legislation and regulations, in order to facilitate its application. Act as a support agent and facilitator to promote compliance in the school community with the procedural guarantees established in the Constitution of Puerto Rico. The Constitution of the United States and the regulations adopted, adopt practices that make the educational policy viable at each level of the system, so that the Constitutional Principle in relation to education becomes a reality, and apply its theoretical-conceptual framework in relation to current laws to solve cases. Make decisions for the best quality education, evaluate the content of publications related to these issues, evaluate decisions, and solve situations related to education, based on their knowledge of the topics included in the course. Develop appreciation for educational practices that supported by current regulations and laws and identify topics of interest, to investigate, related to the course (Evidence 1.2.4, page 22).

EDUC 718 Ethics and Education: The course deals with the study of educational policy developed through micro and macro political elements. Ethical and value issues confronting educational leaders will be examined in order to demonstrate how individual values drive ethical behavior and decisions. The Case Study is use as part of the course methodology. The lectures of the professor will attend many of the theoretical concepts of the course. The cases presented were discuss in the class. Videos used present different situations (Evidence 3.4.4, page 42)

A.1.2 Providers ensure that advanced program candidates have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies (e.g., Council for Accreditation of Counseling and Related Educational Programs [CACREP]).

SoED guarantee that all candidates in the advanced program have opportunities to learn and apply specialized content and discipline knowledge contained in approved and/or national discipline-specific standards. The Director received his certification by complying with the PRDE requirements; there is no test from the PRDE. The Director needs to comply with the requirements established in the Circular Letter 36-2015-2016 (Evidence 1.2.2, page 51), Public Policy on the Procedure for Assessment, Discussions, Relocation, Transfer, Recruitment and Selection of Personnel Directive, Technical, Supervisory and Teaching Facilitation.

SoEd follows the guidelines given by the PRDE with regard to the experiences that candidates for the Master's degree in Educational Administration and the candidates for the Doctorate degree in Educational Leadership should have. Using the guidelines of the circular letters established by the PRDE, the professors of the courses develop activities that allow the candidates to have experiences that relate to the specialty. In addition to the circular letters, a document entitled Profile of the School Director is use in the courses. This document help in the development of activities that allow the candidate to understand the School Director responsibilities. The ELCC current standards (Evidence A.1.2.1, page 6) establish that the effective use of leadership preparation standards requires multiple, high integrated and interdependent variables and assessments. The foundation of accountability is educators' understanding of the learning standards and a deep understanding of what mastery looks like. One of the program goals is to provide a diverse group of men and women with the theoretical and practical knowledge, skills, work ethic, vision and innovative spirit needed to become leaders in the educational enterprise. To be ensure that advanced program candidates have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards, the academic experiences provided by the Graduate Program will enable the students to conceptualize the educational process. The conceptualization start from a broad perspective that will contribute to the fulfillment of their duties with ethics, competence and professional commitment. Apply research to the solution of educational problems in their respective programs, and acquire the theoretical and conceptual knowledge needed to be effective as educational leaders, and develop professional knowledge, technical skills and attitudes needed to design, implement and evaluate educational experiences in their particular programs.

Evidence A.1.2.2 shows the alignment between the ELCC standards, CAEP standards with the courses of the Master Degree in Educational Administration and the Doctoral Degree in Educational Administration with the Graduate Program Objectives. In this table you can see at a glance how the courses of each program comply with the standards and demonstrate that the candidates have opportunities to experience activities that help them learn and apply specialized content and discipline knowledge contained in approved in the PRDE Director Profile. Candidates have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards through the following courses.

EDUC 503: Introduction to the Educational Enterprise (Evidence 3.4.4, page 4) deals with the analysis of concepts, philosophical bases, theories and research that influence contemporary educational practices. It emphasis in the educational innovations in the U.S.A. and Puerto Rico. The candidate will be able to understand and appreciate the aims of education and know the different conceptions of education according to the different philosophical schools. They will know the historical development of the educational administrative theory and its implications for the educational enterprise, recognize the relationship between theory and practice and ways to implement it effectively and appreciate the usefulness of theoretical knowledge to understand, produce and manage behavior in their organizations. In the 2014-2015 AR on page 2, 80.95% of the candidates that took the course pass it with A (17) and 19.05% with B (4). In the 2015-2016 AR on page 2, 95% of the candidates that took the course pass it with A (19) but only 1 candidate fail with F (5.0%). In the 2016-2017 AR on page 2, 100% of the candidates that took the course pass it with A (38).

EDUC 510 Fundamental Concepts of Educational Management (Evidence 3.4.4, page 9) is an introductory course in which the development of managerial thinking in this century is analyze, and the new focus of managerial education for the autonomous school of the twenty-first century is discuss. The candidate will be able to discover the historical development of the administration and educational supervision. In addition, will understand the theoretical frameworks that correspond and their relationship with the reforms in the field of administration and supervised. On the other hand, the candidate will relate topics that are review such as globalization and decentralization and conduct research so that the student develops and enriches the vision humanistic in the scenario of a new school administered at the basic level. One of the activities that the candidate experience is the Discussion of the topic: Emotional intelligence, in reading, "What Makes a Leader" (D. Goleman), in it the candidate will analyze the importance of the human aspect in the administration, and teamwork, as well as how you can apply this in school administration, among others (Evidence 1.2.4, page 11). The grades in this course are as following. In the 2014-2015 AR on page 2, 100% of the candidates that took the course pass it with A (18). In the 2015-2016 AR on page 2, 100% of the candidates that took the course pass it with A (28) and B (4). In the 2016-2017 AR on page 2, 90.91% of the candidates that took the course pass it with A (40), 6.82% with B (3) and only one student fail the course with F (2.27%).

EDUC 515: Practicum in School Administration and Supervision (Evidence 3.4.4, page 10) prepare the completer with a series of field experiences encompassing all the tasks and functions of school administrators and supervisors. This provides students with the opportunity to apply theories of school administration and supervision. The student placed in an educational institution, which serves him/her as a laboratory to carry out the administrative tasks required of school administrators. In addition to the supervised practice in a teaching center, the student must attend meetings with the practicum supervisor. In the 2014-2015 AR on page 2, 100% of the candidates that took the course pass it with A (19). In the 2015-2016 AR on page 2, 93.5% of the candidates that took the course pass it with A (29) but only 2 candidate fail with F (6.5%). In the 2016-2017 AR on page 2, 100% of the candidates that took the course pass it with A (34). These results reflect that the candidates comply with all the requirements in each course. As part of the activities (Evidence 1.2.4, page 14) the candidate needs to elaborate a final report in it he will answers the following questions: to. How were the main problems of the school addressed? b. What problems did you have during the practice? c. What achievements did you get? d.

What changes did you experience regarding your strengths and weaknesses described in the essay at the beginning of the internship? In addition, what recommendations for future practitioners?

Doctoral Degree

The following courses give the candidate the opportunity to learn specialized content and discipline knowledge through experiences contained in and approved by the PRDE.

EDUC 714 Historical and Philosophical Perspectives in Education (Evidence 1.2.4, page 6) covers historical and philosophical bases of education in the context of Puerto Rico, the United States and other countries, and how they relate to the decisions taken by leaders in educational institutions. Emphasis to defining a personal philosophy of Universidad Ana G. Méndez Graduate Catalog 2017-18 105 education and identification of the philosophies that permeate the different institutions represented by the participants in the class. The candidate will interpret critically and appreciate the aims of education in general and in our society. They will relate the concepts of education according to the different philosophical schools. Analyze the historical development of educational philosophy and its implications for education. Develop the historical knowledge of education in Puerto Rico and its main institutions. Compare the philosophical approaches to education. Identify the evolutionary stages of education in the Western world, Puerto Rico and other countries. Discuss the role of the educational philosophy relevant to educational and administrative management. Historically analyze the educational reform movements, the underlying theories / philosophies of these reforms.

EDUC 716 Contemporary Problems and Issues (Evidence 3.4.4, page 35) deals with problems and issues that relate to the present and future of public and private education. Problems are identified in a forum that brings experiences and current methodology together to address problems that course participants face as educators. Long range and short-range problem-solving strategies directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources are address in terms of current situational models. The activities that are designed to comply with the objectives of the Course. The candidate will discriminate between the educational fashions, the false dualisms and the true initiatives that will tend to the solution of the educational problems. Discuss the method of analysis of an educational controversy and the meaning of "intelligent exploration of educational debates, and examine critically the belief systems that form the basis of controversies. Distinguish between theory, practice, and ways to implement the theory effectively. Appreciate the usefulness of theoretical knowledge to understand, produce and manage behavior in educational organizations facing the most important situations for society. Analyze the methods of establishing and pursuing the goals and balancing the opposite sides of a controversy. Define the main points of the issues that should concern the educational institution and correctly raise related disputes. Classify their own system of values, beliefs, attitudes, experiences and abilities, and will analyze the beliefs and practices that have formed these systems. Analyze the fundamental situations of the world and of contemporary education. Analyze the barriers to an informed perspective on educational issues. Analyze the literature and the most important authors to understand contemporary educational situations.

EDUC 715 Social, Cultural and Political Dimensions of Educational Organization (Evidence 3.4.4, page 32) examine the process of learning through the ages by critically examining cross-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual and psychological processes involved. Emphasis is place on the range of individual, family, environmental and cultural factors that may enhance or inhibit human growth and development, and on the critical role that human relationships play in the lifelong interactive processes of learning and growth. Through multifaceted inquiry utilizing self-reflection, case studies, theoretical analyses and child assessment and observation, participants will consider the implications for their work as educational leaders in approaching current challenges with students, parents, community, and teachers. The course activities comply with the objective. The candidate will define the multicultural education concept , appreciate the value of diversity among human beings and analyze and discuss

the factors that are part of the political and economic analysis to understand the different ways of identity such as social class, ethnicity, race, gender and religion, which exist in education and in society in general. Analyze the interaction that occurs between schools and communities. Explore the national, international, municipal school ties and the political relationships you must establish to formalize your philosophy and educational practices. Promote your educational philosophy and practice. Analyze the need and desirability of increasing the participation of parents in the education of their children. Link the theoretical knowledge with the practices of progressive educators regarding the relationship of the school and the community. Analyze the conflict between democracy and the role of education in democratic and civic development. Discuss the concept of diversity in school and society and raise issues relevant to gender diversity, sexual origin, impediments, race and religion. Identify the evaluation stages of the school in the United States and Puerto Rico from Jefferson to the present. They will relate basic concepts of social, political and economic theory of the functions of education and the concept of "ideology". Compare the objectives and functions of public and private schools. Raise contemporary pertinent issues related to diversity, equality, bilingualism, education multicultural democratic pluralism, and educational reforms in the context of social change after the cold war, the illiteracy prevalent contemporary ideologies.

EDUC 801 Project Management in Education (Evidence 3.4.4, page 49) deals with skills and techniques in the project management field. With this body of knowledge, students can help educational organizations meet their goals and expectations by using strategies to manage the process of planning, development and control of projects. The candidate will demonstrate an operational understanding of the structure of school finance at the public and private level, formulate and design a financial plan for one institution and compare the school finance policies in different countries. In 2014-2015, from 9 candidates, 100% pass the course with A (Evidence 7, pdf page 4). In 2015-2016 from 14 candidates, 85.7% pass the course with A (12 candidates), 7.1% with B (1 candidate) and 7.1% with F (1 candidate) (Evidence 7, pdf page 18). In 2016-2017 from 7 candidates, 100% pass the course with A (Evidence 7, pdf page 35).

EDUC 905 Dissertation I – Education (Evidence 3.4.4, page 63) designed to aid the student in producing a sound proposal that will include the review of the literature. The proposal submitted to the dissertation committee, who must notify the doctoral candidate and the Faculty of the School of Education, in writing, that the proposal is accepted. This is the first part of the requirements for the doctoral degree. In this first part, the candidate will discuss and analyze the different ways to prepare a dissertation proposal. Choose an appropriate topic for his dissertation, after having analyzed several different topics of interest. Review the different available and acceptable methodologies to carry out your research. Will develop a preliminary outline of the parts of your proposal. Write a draft of the introduction. The search for literature related to your dissertation topic will begin. Write a draft for the research proposal. Write the final form of your research proposal. Submit your research proposal to your Committee for evaluation and orally defend your research proposal before your Committee.

EDUC 906 Dissertation II – Education (Evidence A1.2.12 designed to aid the student in producing an introduction, a review of the literature, a conceptual framework that will justify his/her investigation and a description of the methodology for the dissertation. Students should have started the collection of data for the investigation proposed. It is complete with the successful completion of the first three chapters of the dissertation, with the approval of the candidate's dissertation committee. The candidate will completed the writing of the introduction of his dissertation. Completed the search and writing of the related literature chapter. Developed and drafted the conceptual framework that will sustain your research. Complete the selection of the methodology used in the dissertation. Complete the wording describing the methodology to use and developed an extensive initial bibliography for his dissertation. Ten (10) doctoral students immersed in the final phase of their thesis were in dissertation process. Nine (9) students completed the process, approve satisfactorily their thesis defense, and became graduates at the academic year 2014-15. Seven (7) doctoral students immersed in the final phase of their thesis were in dissertation process. Four (4) students completed the process, and approved satisfactorily their

thesis defense and became graduates at the academic year 2015-16. Seven (7) out of nine (9) doctoral students immersed in the final phase of their thesis dissertation approved satisfactorily their thesis defense and became graduates at the academic year 2016-17 (7/9 =77.78%).

Standard A.2. Clinical Partnership and Practice (Advanced Programs)

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard and answer the following questions for each item.)

A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.

Master Degree in Educational Administration (MDEA)

The Graduate Program in Education with concentration in Educational Administration follow the same arrangement as the initial program for its Clinical Experiences. MDEA has as a fundamental goal, to provide a diverse group of men and women with the theoretical and practical knowledge, skills, work ethic, vision and innovative spirit needed to become leaders in the educational enterprise (Evidence A.1.1.1, page 81). Because of this, the design of the program and professional trainings takes into consideration the context of Puerto Rican society in which a school administrator perform as a manager and supervisor. The approval of the Organic Law of the Department of Education of the Commonwealth of Puerto Rico (Law 68 of 1990) laid the foundations for the beginning of the process of decentralization of the public education system of the country (Evidence A.2.1.1). Subsequently, the Law for the Development of Community Schools (Law 18 of 1993) proposed a model based on the teaching, fiscal and administrative autonomy of the school core. A movement of change in the decision-making forums of teaching and administrative nature begins in the education system. This new conception implied a redefinition of the functions of the teaching and administrative personnel, especially of the school directors and superintendents of the school districts. Therefore, it was necessary to review the certification requirements that are included in the new Teacher Certification Regulations (1997). This entire process of change culminates in Senate Bill 1736 (May 1999) and Law # 149 of July 1999 which establishes a new Organic Law for the Department of Public Education of Puerto Rico. The legal mandate resulted in greater complexity in the management functions of school administrators. New functions arise from the significant changes in school institutions: greater autonomy in the budgetary aspect, a closer and proactive relationship with the different groups that make up the community, the need for effective use of information systems, greater autonomy in the decision-making process of curricular decisions, new responsibilities in aspects of recruitment and evaluation of human resources, etc. These provisions repealed and replaced by the new "Puerto Rico Education Reform Law of March 29, 2018, with the purpose of fixing the new public policy of the Government of Puerto Rico in the area of education. It also serve to review and develop, through consensus and critical-reflexive-investigative study, the new framework philosophical, sociological, psychological and neuroscientific that will support the system of teaching in Puerto Rico that will meet the current and future needs of our society; reformulate the education system according to the student as center and axis of education (Evidence A.2.1.4). The basic aspiration of the program is aim at achieving school administrators who can fully comply with the various functions assigned to the educational system according to the Profile of the School Director of PRDE (Evidence A.2.1.2), and that facilitate the development of teaching management from the position they occupy.

The Educational Management program considers that the clinical experience as the last phase is one of the most important activities in the academic preparation of the director. It is time to make decisions regarding the professional future and the opportunity to synthesize knowledge that will allow you to develop your own management style. Hence, the importance of it, considering that the fundamental aspiration of the Program is the preparation of administrators of excellence that make this process a true vocation (Evidence A.2.1.3, page 2). The course EDUC 515: Practicum in School Administration and Supervision (Evidence 3.4.4, page 10) is a clinical practice internship that elaborates experiences that the candidate who aspire to a leadership position within an

educative scenario need to take in order to develop the skills necessary for the real framework of their future work. The purpose is to explore clinical events that facilitate the reflective process and promote the development of skills and competencies. The candidate will be able to apply the theory studied in the courses, as well as the knowledge, skills, theories and competences acquired and developed throughout their preparation and professional training. The student must have available at least 9 hours per week during a quarter to attend their practice center and 3 hours to participate in a seminar. If possible, it is desirable that the period be continuous so that the experience is at maximum. Any arrangement in terms of time made in consultation with the University Faculty Supervisor as long as the stipulated time criterion is maintain.

The practice centers should be schools that facilitate and promote the best experiences for the director-practitioner. For this purpose, the following characteristics, among others, suggested to have a full-time director or its effects have a person in charge who belongs to the Office of the Superintendent of Schools with training and experience in the area of educational administration. The director must have two or more years of satisfactory experience in his position and be willing to share some sessions of the seminar with the director-practitioner. The director considered as an innovator in the educational process, the principal must be in a position to receive and encourage student learning. This includes having time to discuss and analyze with the student situations that occur in the school core. The organization make it easier for the director-participant to go through the different experiences of the school management. It is desirable that the school participate in different projects and teaching programs like School without Degrees, Special Education, Vocational, Chapter I, and Fine Arts in Education, Computer Use, and Skills for Adolescence. The school level of the center must be compatible with the level at which the director-practitioner specialized, the school must be recognized for its dynamism in the attention of the educational process, the faculty must be receptive to the presence of the director-practitioner, and the superintendent of schools must approve the student's location in that Center (Evidence A.2.1.3).

Doctoral Degree in Educational Leadership (DDEL)

The School of Education recognizes the excellence in the preparation of future educators and leaders who, through knowledge, skills, and dispositions, direct them towards the transformation of education. This firm conviction has guided us in the development of an articulated, systematic and integrating approach that culminates in the Evaluation System Plan of the School of Education for the advancement of the mission at the Doctoral Degree Program in Educational Leadership. The School of Education, in the continuous process of assessment and consonance to the Conceptual Framework establishes a refinement and an update of the programs and the curricula. The AP reflects the interest and commitment of the School of Education for student learning as the main reason for all activity and educational experience. Due to this interest in improving the development of future leaders, the doctoral program has been align with the requirements of the PRDE (Evidence A.1.2.2).

Evidence A.2.1.1 shows Organic Law of the Department of Public Education of Puerto Rico of 1999, in this law; the requirements to be a school director in Puerto Rico are specified in article 2.14. It specified that the Secretary in accordance with the laws and current regulations should appoint the director. At the time the appointment is issue, the designated person must be of legal age and a citizen of the United States. He will also be a teacher as profession with no less than five (5) years of teaching experience and must have studies accredited as a school administrator. The PRDE has established the Profile of School Director as a guide for Directors as a guide for managers to develop the skills to be effective in their area of work (Evidence A.2.1.2). This document has the competences that these official personnel must possess in the areas of planning and evaluation, educational leadership, organizational leadership, administrative leadership and ethical leadership. Through this document, you can find out what the PRDE's expectations are regarding the performance of the directors. Knowing these requirements has been designed a doctoral program that serves a population that is composed basically of professionals who are occupying managerial or leadership positions from various institutions, both public and private schools and post-secondary institutions. This population seeks to improve their knowledge, information and dispositions in the area of educational ideology.

We have to consider the fact that the PRDE does not require aspiring Directors to take an examination similar to the initial program teaching practice. The School of Education has set itself the task of establishing courses that work with real life situations in order to develop conflict analysis and management skills according to the Profile of the Director of the Public School of Puerto Rico. EDUC 716 Contemporary Problems and Issues (Evidence 3.4.4, page 35) is one of the courses that deals with problems and issues that relate to the present and future of public and private education. Problems identified in a forum that brings experiences and current methodology are together to address problems that course participants face as educators. Long range and short-range problem-solving strategies directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources addressed are in terms of current situational models. In addition, to evidence the knowledge, skills, and dispositions the candidate take the course EDUC 901 Research Methods in Education, a comprehensive exam and EDUC 905 and 906 Dissertation I and II.

The course EDUC 901 Research Methods in Education covers the basic concepts, methods, and problems in educational research are considered in this course, such as discovering the periodicals in one's fields, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports. In this course the student start the Dissertation proposal. The candidate demonstrate the ability to report research findings and analyzing the data and existing theories of other specialist as part of the requirement of completing the dissertation. The selection of a topic of interest, researching and then writing about the findings of an academic investigation demonstrate the basis of the candidate's academic knowledge and indicates its professional proficiency in its area of specialization (Evidence 1.2.4, page 31).

EDUC 905 and 906 Dissertation I and II, the design of these courses directed to aid the candidate are producing a logical proposal that will include the review of the literature. The proposal will be submit to the dissertation committee, who must notify the doctoral candidate and the Faculty of the School of Education, in writing, that the proposal has been accept. Then, the candidate develop a conceptual framework that will justify his/her investigation and a description of the methodology for the dissertation. Candidates should have started the collection of data for the investigation proposed. It is complete with the successful completion of the first three chapters of the dissertation, with the approval of the candidate's dissertation committee. As well as EDUC 901, this also demonstrate the basis of the candidate's academic knowledge and indicates its professional proficiency in its area of specialization (Evidence 3.4.4, page 63 & 65).

A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.

Master Degree in Educational Administration (MDEA)

As stated in component 2.1 the PRDE, directs its efforts towards educational excellence with humanistic bases. SoED has establish the development of thinking skills, and the integral development of the candidates taking into consideration that the candidate is a human being with cognitive and affective abilities in continuous development. As part of UAGM Gurabo Campus academic program, it offers a Master's Degree in Education with a concentration in Leadership and Educational Management. The purpose of this program is to contribute to the training of school administrators who can effectively face the remains and demands of modern education. The practice phase is a requirement to complete the degree within the area of educational management. In this period, which lasts for a quarter, the student has the opportunity to apply their knowledge, skills, and abilities in a real scenario in which the educational process takes place. In addition, it is an experience to assess the position of the

school director within a real perspective. The Graduate Education Program considers that this phase is one of the most important in the academic preparation of the director. It is time to make decisions regarding the professional future and the opportunity to synthesize knowledge that will allow you to develop your own management style. Hence, the importance of it, considering that the fundamental aspiration of the Program is the preparation of administrators of excellence that make this process a true vocation. It has a fundamental goal, to promote the professional training of school administrators. This process of professional training takes into consideration the context of Puerto Rican society in which a school administrator exercises functions both in the management phase and in supervision. The basic aspiration of the Program is to aim at achieving school administrators who can fully comply with the various functions assigned to the educational system, and which facilitate the development of teaching management from the position they occupy.

The clinical experience phase is a set of experiences that the candidate lives within the real context that constitutes the school setting. These experiences allow the candidate to apply the acquired knowledge and skills developed throughout their professional training, so that they can form their management style. The experiences obtained by the candidates are subjected to rigorous analysis in sessions with a Cooperative Director and University Faculty Supervisor and other colleagues, which completes this experience. In these sessions, candidates discuss and analyze the real situations that are extracted from the educational scene in order to enrich them, vary them and expand the framework of relation to the educational process. In addition to this, the candidate has the help, collaboration and advice of the Cooperating Director for the interpretation and analysis in the progress of the situations that confront in the school core.

The activities on Evidence A.2.1.3 pages 13-19, are only examples of what a candidate (student–director) can do in his clinical experience phase. Reports submitted to the University Faculty Supervisor are shared with the other colleagues in the seminar. In this way, the situations discussed help to provide professional growth by approaching the different areas that are relevant to the school core with the candidate's insights and suggestions. The evaluation of the candidate will take into consideration the reports that are present for the different activities carried out. In addition, the criteria's used will be: weekly or monthly planning, weekly or monthly work report, direct observation of the student's work in the nucleus (each candidate will receive at least three visits to his or her practice center, however, the number of visits will be determined by the particular situation of each candidate), report of a project or special activity, contribution of the candidate in the discussions of the seminar and in the individual interviews and evaluations with the Cooperative Director. The candidate's final grade will be the product of the discussion, through the presentation of evidence, of the three participants in the process: candidates, Cooperative director and University Faculty Supervisor.

The University Faculty Supervisor and the Cooperative Director evaluate the student based on his/her performance during the process through a collaborative discussion. As stated in the 2018 AR (Evidence 13, page 4), in 2016-2017, hundred percent (100%) of the candidates enrolled in the Clinical Experience approved the course: 34/34 students. In 2015-2016, 29 out of 31 candidates approved the Clinical Experience with a mean of 93.50% and in 2014-2015 100% of candidates approved the practicum: 19/19 candidates.

Doctoral Degree in Educational Leadership (DDEL)

As stated before at the beginning of this standard, the PRDE does not require that all personnel who wants to be a director take a standardized test to obtain the Director's Certification, they only have to comply with the PRDE requirements to be part of the Department of Education. The needs for Director's development in the PRDE are addressed through the Circular Letters http://intraedu.dde.pr/Cartas% 20Circulares/Forms/AllItems.aspx) that we received at the meetings when we participate with the PRDE (Evidence 1.2.2, page 51). On the other hand, the graduate program population composition is a significant one because the majority of candidates that enroll in this program were hire by the PRDE as teacher or as directors without a doctoral degree; this means that they are

fully aware of the needs and the environment in which they work. This is an advantage to the program because at the same time the information that is require as part of their development is coming from first hand.

In order to provide the candidate with opportunities to practice and apply the content knowledge and skills that the courses and other experiences of the advanced preparation emphasize, and the opportunities that lead to appropriate culminating experiences in which candidates demonstrate their proficiencies through problem-based tasks or research, there must be a conceptualization of the educational process. The Graduate Program design allow the candidate to conceptualize the educational process from a broad perspective that will contribute to the fulfillment of their duties with ethics, competence and professional commitment. Also, apply research to the solution of educational problems in their respective programs, acquire the theoretical and conceptual knowledge needed to be effective as educational leaders, and develop professional knowledge, technical skills and attitudes needed to design, implement and evaluate educational experiences in their particular programs. The program courses are designed to give the candidate the opportunity to apply the knowledge, skills, and dispositions they have to develop in order to be an effective director. The courses encourage the candidate to demonstrate their proficiencies through problem-based tasks or research. The final stage of the program identified as Doctoral Comprehensive Test (Evidence A.2.2.1) and courses EDUC. 905 and EDUC. 906 (Evidence 3.4.4, page 63 & 65). In the courses, the candidate enroll to start their dissertation process, prepare the candidate to carry out an academic investigation under the guidance of a Director and his Committee.

The completion of the Doctoral Comprehensive Test indicates that a student has finished the required coursework and is prepared to move into the dissertation phase of the degree. The comprehensive exam is a requirement for all students of the Doctoral Program in Education. The purpose of the exam is to assess the candidate's ability to synthesize and generate information, their ability to analyze and solve problems based on the knowledge acquired in their study program, their mastery of ideas and concepts pertinent to their field of study, as well as their communication skills. The test have two components (1) Social Context and (2) Specialty. In the part of the social context, the student will choose and answer a question of two raised. In the specialty part, you will choose two of the four questions. The Comprehensive Test offered in a day and a half from 9:00 a.m. to 12:00 p.m. and from 2:00 a.m. to 5:00 p.m. On the first day, in the morning, all candidates will answer questions about the Social Context component and in the afternoon candidates will answer questions related to the specialty (Evidence A.2.2.3).

In 2014-2015, 71.4% (10/14 students) approved the exam. One student had the leadership component approved from the previous academic year and got the final approval after repeating the social context component. Two students had the social context component approved from the previous academic year and got the final approval after repeating the leadership component. The test scores reliability was strong with a Cronbach alpha = 0.801. Results from 2013-14 and 2014-15 comprehensive exam components were compare. For the Social Context component, there was significant variability (F= 4.480, Sig = 0.044) and no significant difference in the t-test for independent samples (t= -4.17, df=27, Sig 2-tailed =0.680). For the Leadership component, there was no significant variability (F= 2.313, Sig = 0.139) and no significant difference in the t-test for independent samples (t= -2.63, df=28, Sig 2-tailed =0.794) (Evidence 7). In 2015-2016, 80.0% (8/10 students) approved the exam. One student had the leadership component approved from the previous academic year and got the final approval after repeating the social context component. The test scores reliability was strong with a Cronbach alpha = 0.820. Results from 2014-15 and 2015-16 comprehensive exam components were compare. For the Social Context component, there was significant variability (F=5.660, p= 0.028) and no significant difference in the t-test for independent samples (t= -0.751, df=19, Sig 2-tailed =0.462). For the Leadership component, there was no significant variability (F= 2.399, p= 0.137) and no significant difference in the t-test for independent samples (t= -1.081, df=20, Sig 2-tailed =0.293) (Evidence 7, pdf page 15). In 2016-2017, 100% (7/7 students) approved the exam. Results from 2015-16 and 2016-17 comprehensive exam components were compare. For the Social Context component, there was no significant variability (F= 0.011, p= 0.920) and no statistical significant

differences between scores in the t-test for independent samples (t=1.061, df=14, Sig 2-tailed =0.367). For the Leadership component, there was no significant variability (F=0.745, p= 0.403) and no significant difference in the t-test for independent samples (t=0.919, df=14, Sig 2-tailed =0.374) (Evidence 7, pdf page 32). Evidence A.2.2.2 shows a sample of the Doctoral Comprehensive Test Results with corrected rubric.

In courses EDUC 905 and 906 (Evidence 3.4.4, page 63 & 65, the candidate elaborates a technical contribution that nourishes the discipline and will serve as a guide so that others explore the frontiers of knowledge and expand the horizons within the subject treated. The publication of a dissertation thesis is a serious matter, since the candidate is making a significant contribution to his field. This contribution will be reflected in a writing accessible to all those interested in the theme of the dissertation. That is, the document represents not only the work of the doctoral candidate but also that of his Committee and the name and reputation of the College. The purpose of the specifications of the dissertation is to ensure the quality of the content and the printing of this document, in such a way that it is representative of the depth and rigor of the investigation, of the reputation of the student and faculty of the doctoral program and the image of the University of Turabo before society. The dissertation will remain as evidence and strong testimony of the effort and work done by all people involved in the research project for the enjoyment and use of generation's future.

As stated in the Dissertation manual (page 4), the dissertation is the final and most important evidence that a doctoral candidate has fulfilled all the requirements to obtain the degree conferred by the UAGM Gurabo Campus. The doctoral dissertation must present the findings and the interpretation of an investigation. In this work, the candidate demonstrates through the exposure of his subject, who knows, respects, and practices the postulates of the School of Education: leadership, collaboration and reflection. It represents the integration of the acquired knowledge, professional development and the ability of the candidate to carry out independently a formal investigation that constitutes a contribution to the field of education. In it, the candidate demonstrates the knowledge he has of the literature of his field of study as well as the selection and use of the methodology appropriate to the selected problem. The candidate present and defend the dissertation publicly in a hearing administered by the Disciplinary Committee of the candidate. The approval of this defense is required so that they can grant the degree. The doctoral degree awarded in recognition of two skills: (1) academic expertise and (2) outstanding performance in a specific field of an academic discipline. The first demonstrated by having successfully completed the advanced courses of their doctoral studies program and by passing the comprehensive application exam. The second demonstrated by completing a rigorous research, that represents a contribution to the knowledge of the field of education from the perspective of its area of expertise (Evidence A.2.2.3, page 30).

Standard A.3 Candidate Quality and Selectivity (Advanced Programs)

i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

A.3.1 The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and addresses community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

Admission Protocol for Master Program

Candidates admitted to Universidad Ana G. Méndez, Gurabo Campus at the Master's level programs must meet the following requirements. (1) Hold a Bachelor's degree or an equivalent degree from an accredited institution of higher education. (2) Submit an official credit transcript with the application for admission. (3)Complete an interview process with the director/coordinator of the graduate program or his/her representative. (4) If required, submit three letters of recommendation, according to the program. (5) Submit an essay on a topic selected by the Committee, if required. (6) Whether is required by the School or a particular program, take one of the tests of admission to graduate studies offered by the Educational Testing Service, such as the Graduate Studies Admission Test (EXADEP), the Graduate Record Examination (GRE), or the Graduate Management Admission Test (GMAT). The test results are valid for five years, candidates for program with additional admission requirements, such as additional tests, interviews and licenses, certifications, must comply with these requirements. (7) Submit a $25.00 nonrefundable application fee (Evidence A.1.1.1). The candidate need to submit two letters of recommendation as part of the admission requirements (Evidence A.3.1.2).

Admission Protocol for Doctoral Programs

Students admitted to the UAGM Gurabo Campus Doctoral Programs must meet the following requirements: 1. Hold a Master's degree or an equivalent degree from an accredited institution of higher education. 2. Submit official credit transcripts from all the institutions of higher learning that the student attended. 3. Upon invitation from the Coordinator of Graduate Studies, take part in an interview with a department representative or the admissions committee. 4. Submit the three recommendation forms included in the admission application. 5. Submit an essay on a topic selected by the School's Admissions Committee. 6. Submit an updated. Résumé that reflects professional experiences and academic achievements. 7. Take a graduate admissions test offered by the Educational Testing Service, such as PAEG, EXADEP or GRE. Certain programs may require additional tests, such as GMAT in the Management and Information Systems doctoral programs. Test results are valid for five years. 8. Submit a $75.00 nonrefundable application fee (Evidence A.1.1.1). Additional to this requirements the candidate must have obtained a minimum academic index equivalent to 3.30 (on a scale of 4.00) in their master's studies; b. If accepted for admission to a candidate who does not have a master's degree in any area related to the School of Education, he / she will be required to approve the courses at the master's level recommended by the Doctoral Admission Committee; and c. Other requirements described in the Table of Specific Requirements for Admission by School (Evidence A.3.1.3, page 12).

A.3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.

In Master Programs, as stated above in standard A.3.1, the institution, through the RO tracks candidates from the time they enroll until they graduate. To be admitted in the SoED Master Program the candidates need to follow the General Admission Requirements stated in the UAGM Gurabo Campus Catalog for Graduated Programs, page 15 (Evidence A.1.1.1). In Doctoral Programs, Evidence A.1.1.1, page 26 shows that candidates must (a) have obtained a minimum academic index equivalent to 3.30 (on a scale of 4.00) in their Master's studies. (b) For a candidate be admitted without a master's degree in any area related to the School of Education, will be obliged to approve the courses at the expertise recommended by the Doctoral Admission Committee. (c) Other requirements described in the Table of Specific Requirements for Admission by School.

The RO and the Faculty work together to assess candidates' achievement. The SoED received notification when a candidate is behind. This allow the school to help with candidates learning experiences in compliance with the course syllabus. Candidates whose general academic index is lower than the established retention index or those who do not reach the percent of approved credits required, they would enter academic probation automatically. At the end of each academic semester, the Office of the Registrar will send the school a list of the students in probationary status. The probation period will be one year of study. The student who during the period of academic probation does not reach the retention index or does not reach the percent of approved credits required, will be suspended for the term of one (1) academic year. The student may appeal when is suspended, the decision and shall have the right to appeal only once. At the end of the probationary period, the student must obtain the percent of credits and the average established. The candidate, who suspends his studies while in probation, will maintain that status when requesting readmission. Once the student completes the probationary period, the Office of the Registrar will notify, through written communication, to the school, the change in student status (Evidence A.3.1.2), page 19, Article 24).

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.

SoED work together with the RO to follow and monitor candidate progression. The institution has determined to establish in each school a Retention Committee that integrated measure, academic performance. Using the three dimensions: academic, student, and administrative they review the referral process and monitoring in every academic level of candidate performance. Evidence 3.1.1 shows the latest percentage of retention in 2016-2017.

According to the 2018 AR (Evidence 7, pdf page 34), the number of enrolled students in SoED Educational Leadership Program increased from a combined number of 129 students in both degrees to 133 students in the last academic year. The MEd program enrollment increased from 55 students (2015-16) to 64 (2016-17). The changes in regulations regarding the requirements for becoming a school director, thus, the number of students seeking for a School Director Certification and the availability of those positions in the PRDE still the main reasons for enrollment changes between academic years. In addition, mobility and demographic changes due economic recession in Puerto Rico has had an impact on education programs. EdD program had a small decrease from 74 students (2015-16) to 69 (2016-16). In Evidence 7 (pdf page 34) on Table 1 and 2 shows the enrollment trend a graduation trend for the past 3 cycles. We can see that there is a fluctuation for enrollments per year for the MEd program but is steady for the EdD program. On the other hand, the number of students who completed the SoED Educational Leadership Program increased by 19 students from 2015-16 to 2016-17. All 19 students

were enrolled in the MEd degree. The number of graduates from the EdD program was equal to the previous year: 11 students.

Another element use to follow up candidates progression are the courses grade distribution, this gives us an idea of how candidates are behaving during their study journey. On 2016 AR (Evidence 7, pdf page 4), table 3 and 4 shows the grades distribution for candidates on 2014-2015. A 100% of candidates in the MEd program pass their courses with A or B, and for the EdD program a 100% percent of candidates pass their courses with A or B. This means that the percentage of students enrolled in the professional courses during the academic year 2014-2015 that comply with the expected minimum GPA of 3.00 was 100%. On 2017 AR, (Evidence 7, pdf page 18), table 3 and 5 shows the grades distribution for candidates on 2015-2016. The percentage of students enrolled in the MEd professional courses during the academic year 2015-16 that comply with the expected minimum GPA of 3.00 is 93.75% (60/64 students). The percentage of students enrolled in the EdD professional courses during the academic year 2015-16 that comply with the expected minimum GPA of 3.00 is 88.24% (30/34 students). On 2018 AR, (Evidence 7, pdf page 35), shows the grade distribution for candidates on 2016-2017. The percentage of students enrolled in the MEd professional courses during the academic year 2016-17 that comply with the expected minimum GPA of 3.00 is 100% (81/81 students). The percentage of students enrolled in the EdD professional courses during the academic year 2016-17 that comply with the expected minimum GPA of 3.00 is 83.33% (25/30 students). The ABC rate in the grade distributions in the MEd and EdD professional courses and achieved the expected 80%, this gives an idea of how candidates are progressing in all the professional courses.

Evidence 3.1.1 shows the retention rates for the past 3 cycles. You can notice that the tendency of retention in SoED programs is parallel with the enrollment data. We can see also some fluctuations between the cycles in the MEd program but the retention rates are steadier for the EdD program. As stated in Standard 3.1, the reduction in candidate's admissions is due to the diverse factors mention in the Standard 3 introduction, factors like family emigration after Hurricane Maria and some changes in the PRDE affect the behavior of enrollment and candidate's retention. In the Advance Program, for the Doctoral Program, in 2017-2018 the retention was a 77% for the first semester and 86% for the second semester. In 2016-2017, the retention was 66% on the first semester and 81% on the second semester. Despise that, we can see an increase in the retention rate. This population is more adult and stable. For the Master Program, in 2017-2018 the retention was 53% for the first semester and 86% for the second semester. In 2016-2017, the retention was 60% on the first semester and 84% on the second semester. In comparison we can see that the second semester always have more retention (Evidence 3.1.1).

A.3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics, and professional standards appropriate for the field of specialization.

The faculty can tell if the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision-making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics, and professional standards appropriate for the field of specialization. The assessment of the candidate performance using the grade distributions as a measure demonstrates that the candidate have acquire knowledge about interactive, executive and it's specialization. On 2016 AR (Evidence 7, pdf page 7), table 8 shows the Grade Distribution in the MEd Practicum – EDUC 515. A 100% of candidates in the MEd program pass this course with A or B. On 2017 AR (Evidence 7, pdf page 22), table 14 shows that a 93.5% of candidates pass the courses with A or B. On 2018 AR (Evidence 7, pdf page 37), table 9 shows that 100% of candidates pass this course with A or B. This demonstrate that the program gives the candidates many opportunities to prove their understanding of all the requirements to

be a PRDE director. Evidence discussed in each standard demonstrates that SoED Advanced Programs have ongoing and focused efforts to develop high quality directors through monitoring candidates' admission and progression through their respective programs. For the EdD program, the Comprehensive test is a measure use to recommend candidates for advancement. On 2016 AR on page 5, it's specify that 71.4% (10/14 students) approved the exam. One student had the leadership component approved from the previous academic year and got the final approval after repeating the social context component. Two students had the social context component approved from the previous academic year and got the final approval after repeating the leadership component and the comprehensive test scores reliability was strong with a Cronbach alpha = 0.801. On 2017 AR on page 7, specified that 80.0% (8/10 students) approved the exam and the test scores reliability was strong with a Cronbach alpha = 0.820. On 2018 AR on page 5, stays that 100% (7/7 students) approved the exam. Results from 2015-16 and 2016-17 comprehensive exam components were compare. For the Social Context component, there was no significant variability (F= 0.011, p= 0.920) and no statistical significant differences between scores in the t-test for independent samples (t=1.061, df=14, Sig 2-tailed =0.367). For the Leadership component, there was no significant variability (F=0.745, p= 0.403) and no significant difference in the t-test for independent samples (t=0.919, df=14, Sig 2-tailed =0.374).

For 2014-2015, the number of enrolled students in SOED Educational Leadership Program decreased from a combined number of 161 students in both degrees to 132 students in the past three academic years. MEd program received major impact going from 91 to 63 students. The changes in regulations regarding the requirements for becoming a school director, thus, the number of students seeking for a School Director Certification and the availability of those positions in PRDE has been identified as the main reasons for such a lower number of enrolled students. In addition, mobility and demographic changes due economic recession in Puerto Rico has had an impact on education programs. EdD program has had a steady enrollment: 70 in 2012-13; 68 in 2013-14; and 69 in 2014-15 (Evidence 7, pdf page 3). For 2015-2016, the number of enrolled students in SOED Educational Leadership Program decreased from a combined number of 132 students in both degrees to 129 students in the last academic year. The MEd program enrollment decreased from 63 students (2014-2015) to 55 (2015-16). The changes in regulations regarding the requirements for becoming a school director, thus, the number of students seeking for a School Director Certification and the availability of those positions in the PRDE has been identified as the main reasons for such a lower number of enrolled students. In addition, mobility and demographic changes due economic recession in Puerto Rico has had an impact on education programs. EdD program had a small increase from 69 students in 2014-2015 to 74 in 2015-16 (Evidence 7, pdf page 17). For 2016-2017, the number of enrolled students in SOED Educational Leadership Program increased from a combined number of 129 students in both degrees to 133 students in the last academic year. The MEd program enrollment increased from 55 students (2015-16) to 64 (2016-17). The changes in regulations regarding the requirements for becoming a school director, thus, the number of students seeking for a School Director Certification and the availability of those positions in the PRDE still the main reasons for enrollment changes between academic years. In addition, mobility and demographic changes due economic recession in Puerto Rico has had an impact on education programs. EdD program had a small decrease from 74 students for 2015-16 to 69 in 2016-17 (Evidence 7, pdf page 34).

For the graduation rate, we can mention that the number of graduated students in SOED Educational Leadership Program decreased from a combined number of 30 students in both degrees to 16 students in the past 3 academic years; and from 20 in 2013-14 to 16 in 2014-15. As enrollment in the MEd program has decreased by year, the number of graduates has also decreased: 21 in 2012-13; 15 in 2013-14; and 7 in 2014-15. The number of students who completed the SOED Educational Leadership Program did not change from 2014-15 to 2015-16: 16 students. In the MEd degree, there were two less graduates from 7 (2014-15) to 5 (2015-16); in the EdD degree graduates increased in the same amount, from 9 (2014-15) to 11 (2015-16). The number of students who completed the SOED Educational Leadership Program increased by 19 students from 2015-16 to 2016-17. All 19 students were

enrolled in the MEd degree. The number of graduates from the Ed.D. Program was equal to the previous year: 11 students. As we mention before many external factors influence the candidate's decisions to study.

Standard A.4. Program Impact (Advanced Programs)

i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

ii. Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.

A.4.1. The provider demonstrates that employers are satisfied with candidates' preparation and that candidates reach employment milestones such as promotion and retention.

To demonstrate that the employers are satisfied with candidates' preparation and that candidates reach employment milestones such as promotion and retention for the Advanced Program, the SoED MDEA Program has developed a satisfaction survey for employers. The Employer Satisfaction Survey (Evidence 4.3.3, page 19-24), have eight criteria that summarize what the program expects of the employed graduate in a position of Director/Leadership in a public or private school. The survey asks if the administrator is satisfied with the preparation of the alumni directors of the Universidad Ana G. Méndez Gurabo Campus (Former Universidad del Turabo) regarding the execution of their responsibilities as assigned to work at the school. Another question is based on the director's performance, how well prepared are UAGM alumni principals/directors to work in the schools? The instrument divides the criteria's into 3 categories, knowledge, skills, and dispositions and aligns with CAEP standards, ELCC standards, and with the Directors Profile. The criteria's for Knowledge are 1. Facilitates and directs, together with its team, the preparation of action plans based on the proposed goals and objectives, and considers the evaluation processes as a means to make decisions that contribute to improving learning (CAEP: 1.1, 1.4; ELCC: 1.1; ICAAE/Directors Profile: A.I) and 2. Interpret, together with its faculty, the results of the PPAA and other evaluation instruments, as well as the reports of notes, to identify strengths and limitations of their students, with the purpose of incorporating into their plan of action, activities aimed at the improvement of the teaching-learning process (CAEP: 1.4; ELCC: 1.2; ICAAE: A.I.2; B.I.3). The criteria's for Skills are 3. It fosters an adequate organizational climate, fostering the processes that support the improvement of educational quality, such as effective communication and relationships, safe and orderly learning environments, excellent academic services and good relations with the community (CAEP: 1.1; ELCC: 4.3), 4. Establishes work practices and peaceful coexistence, which offer security and protection to all members of the school community, fostering a culture of learning favorable to students (CAEP: 1.5; ELCC: 4.4; ICAAE: B.III.4; B.III.5; B.III.6), and 5. Promote effective relationships with the community your school serves (CAEP: 1.2; ELCC: 4.4; ELCC: 4.4; ICAAE: C.III.2). The criteria's for Dispositions are 6. Demonstrate knowledge of public policy by which the Educational Systems of the Country are governed (CAEP: 1.1; ELCC: 3.4; 3.5; ELCC: 3.4; 5.4; ICAEE: A.IV.1), 7. Demonstrate knowledge about effective time management and processes to effectively organize their work, which facilitates administrative processes in their workplace (CAEP: 1.1; ELCC: 3.4; 3.5; ICAEE: B.IV.1), and 8. Know and participate in the established processes, so that your school has the human and physical resources that are required for the proper functioning of the school campus (CAEP: 1.1; ELCC: 3.1; ICAAE: C.IV.4). The questionnaires were delivered to several administrators but only one was receive back. For questions, 2 and 3 the response was affirmative in both cases. For question 5 in components a, b, c the participant affirms that the SoED comply in effectively prepare candidates as effective Directors. Because the response to this survey was very poor, we are planning to meet with the regional Superintendents to develop a mechanism that helps us collect more data (Evidence 10). This survey was administered for the first time at the end of the semester of 2018-2019-01. It was found that the participant cataloged our program as one effective in 6 of the 8 and outstanding in two of the established criteria. The criteria were 5 and 6. These criteria's established if the graduate promotes effective relationships with the community, your school serves and demonstrate knowledge of public policy by which the Educational Systems of the Country governed.

To demonstrate that the Advanced Program candidates perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective, their various methods used to gather the information. The Summary of SoED for Study of Upcoming Students to Graduate gives you a general idea of how the candidates perceived their preparation and how satisfied they are with their study program. In general, for years 2015-2016 the survey shows an average of 71.2% (Evidence 5.4.1, pdf page 74, question 22) answer very satisfied and 26.3% satisfied. For years 2016-2017 shows an average of 67.12% that are very satisfied and a 30.8% that are satisfied (Evidence 5.4.1, page 165). For years 2017-2018 shows an average of 68.4% of candidates are very satisfied and 31.6% are satisfied with the preparation they received in the programs in SoED. If we compare their satisfaction with the rest of the candidates from other programs in the institution, we can see that the percents are similar to an average for all these years.

Another way to demonstrates that advanced program candidates perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective is using the Completer Satisfaction Survey for Advance Program (Evidence 4.3.1, page 1-14). The survey has eight questions that address the directors responsibilities in a school environment divided in knowledge, skills , and dispositions. The survey ask for Knowledge if the candidate, 1. Demonstrate mastery by facilitating and directing, together with its team, the preparation of action plans based on the proposed goals and objectives, and considers the evaluation processes as a means to make decisions that contribute to improving learning (CAEP: 1.1, 1.4; ELCC: 1.1; ICAAE: A. I), and 2. Demonstrate mastery by interpreting, together with its faculty, the results of the PPAA and other evaluation instruments, as well as the reports of notes, to identify strengths and limitations of their students, with the purpose of incorporating into their plan of action, activities aimed at the improvement of the teaching-learning process (CAEP: 1.4; ELCC: 1.2; ICAAE: A.I.2; B.I.3). For skills, 3. Demonstrate mastery by fostering an adequate organizational climate, fostering the processes that support the improvement of educational quality, such as effective communication and relationships, safe and orderly learning environments, excellent academic services and good relations with the community (CAEP: 1.1; ELCC: 4.3), 4. Demonstrate mastery by establishing work practices and peaceful coexistence, which offer security and protection to all members of the school community, fostering a culture of learning favorable to students (CAEP: 1.5; ELCC: 4.4; ICAAE: B.III.4; B.III.5; B.III.6), and 5. Demonstrate mastery by promoting effective relationships with the community your school serves (CAEP: 1.2; ELCC: 4.4; ELCC: 4.4; ICAAE: C.III.2). For disposition, 6. Demonstrate mastery by demonstrating to have knowledge of the public policy by which the Educational Systems of the Country are governed (CAEP: 1.1; ELCC: 3.4; 3.5; ELCC: 3.4; 5.4; ICAEE: A.IV.1), 7. Demonstrate knowledge about effective time management and processes to effectively organize their work, which facilitates administrative processes in their workplace (CAEP: 1.1; ELCC: 3.4; 3.5; ICAEE: B.IV.1) and 8. Demonstrate mastery by knowing and participating in the establishment of processes, so that your school has the human and physical resources that are required for the proper functioning of the school campus (CAEP: 1.1; ELCC: 3.1; ICAAE: C.IV.4). Evidence 4.3.3 page 27, shows a summary of results for the Completer Satisfaction Survey. In general, 83% of the participants are satisfied with your preparation in the educational administration program of the UAGM (former Universidad del Turabo ,UT) regarding the execution of your responsibilities as assigned to work in the school or in the educational area. In addition, 100% of the participants understand that the Educational Administration program of the School of Education of the UAGM (former Universidad del Turabo) develops the necessary professional skills to be an effective director.

III. Cross-cutting themes

a. Diversity
Click here to manage your Evidence

   i. Summarize the evidence that demonstrates that diversity is integrated across all standards.

For guidance, click here

SoED education courses prepares candidates to real situations they will find in schools. They include readings and assignments in diverse contexts you can find in today's classrooms. The candidates are required to complete several general education courses that integrate the importance of diversity. Our candidates in all programs are required to work with students from diverse backgrounds during their field and clinical experiences. During their courses, they have to visit a private and a public school. This gives them a different perspective of methodology in different scenarios. In EDUC 106, 401 and Practicum the field experience faculty and Practicum Coordinator place candidates in diverse schools as possible. During candidates, field and clinical experiences initial certification candidate's complete specific activities that focus on areas of diverse needs (Evidence 1.1.1, page 13, and item 11). These include developing teaching plans with adaptations for students with exceptionalities or identifying gap groups during their clinical experiences (Evidence 1.1.9, page 2). In addition, the candidates are required to complete reflective activities that focus on diversity during each of their field and clinical experiences. SoED offers opportunities for candidates to interact in school settings with teachers and directors and higher education personnel who are diverse relative to ethnicity, race, socio-economic status, gender, uniqueness, language, religion, sexual orientation, and geographical area. In addition, candidates complete courses from other departments (like Spanish, English, Math, History, Social Studies among others) on campus, which gives them more opportunities to relate with faculty of diverse backgrounds and experiences. They also have the opportunity to learn from scheduled speakers from diverse backgrounds and experiences that come to campus for events such as Educational Week among others. As a Hispanic Serving Institution, the dominant ethnicity in campus is Hispanic but there are faculty from other nationalities. The following courses include activities that are focused on the diversity theme.

Undergraduate Program

EDUC 106- Introduction to Education: This is the first professional course in the curriculum of the teacher preparation program. It introduces concepts related to education while students explore their individual commitment to teaching as a career, and their strengths and weaknesses. Special emphasis will be place on observation and analysis of school scenarios, especially the teaching learning process. The different roles a teacher must take, as part of his/her, school functions will be discuss. The student will complete 15 hours of clinical experiences. The experiences in a real school scenario gives the student an idea of how diverse the classroom could be (Evidence 3.4.1, page 1).

EDUC 401- Clinical Experiences Seminar: This course is the second clinical experience requirement in the School of Education's Teacher preparation Programs. It includes fifteen hours of a campus-based seminar and 30 clinical experiences hour of direct observation and active participation in at least 2 different school scenarios, as well as 15 lecture hours. Visiting two different scenario gives the candidate a different perspective of the classroom composition and diversity.

EDUC 436- Pedagogical Integration Seminar: This course integrates academic and professional knowledge obtained by future teachers throughout their course of study. Innovations in education, methods, techniques and strategies are discussed and analyze. A review of sociological, philosophical and psychological foundations of

education will be included, as a preparation for the teacher's certification examination. This course help the candidate conceptualize that the teaching world is diverse (Evidence 3.4.1, page 45).

EDUC 441 to 455- Practicum Teaching: This is a laboratory experience for students in each major in education. Candidates will participate in a real educational setting to practice knowledge acquired in education courses. The candidate will gradually assume teaching responsibilities in a real diverse classroom. Here the candidate get in the real world and see how things are done, filtering the good, the bad and the ugly, and at the end making that commitment to be a serious and responsible teacher (Evidence 3.4.1, page 49).

EDUC 171- Human Growth and Development: The course centers on the study of psychological thought related to growth and development from birth through adolescence, and its implications for the teacher and the school. Changes that occur in human beings from the moment of conception and throughout the different stages of life, such as prenatal, infancy, childhood, adolescence and adulthood, are studied from the physical, psychomotor, social, psychological, and moral viewpoints. The focus is on the process of diverse individual development. Ten hours of classroom observations are part of the requirements (Evidence 3.4.1, page 3).

SPED 315- Teaching Exceptional Children: This introductory course in special education centers on the analysis of social, emotional and educational needs of children with different exceptional qualities. It includes diagnosis; educational and rehabilitation services; family and community attitudes, and civil rights. Emphasis is placed on the educational needs and learning styles of diverse exceptional children, teaching methods, techniques and curricular content (Evidence 3.4.1, page 15).

EDUC 308- Participation of the Family and the Community in the Development of Children in Preschool and Primary Grades: The course covers the foundations and components of human diversity in the educational context. Emphasis is place on the development and application of processes and collaboration skills needed to work together with students, families and diverse groups to promote the development of learning communities (Evidence 3.4.1, page 13).

EDUC 350- Theories and Principles of Teaching English as a Second Language: The course centers on the study of the theories, methodologies and techniques for teaching English as a second language. Students will reflect upon the principles, foundations, studies and supporting research in order to compare their effectiveness or lack thereof in teaching a second language. Students will conduct active demonstrations of techniques based on school visits and observations. They will also reflect on the diversity of the teaching styles and if they meet the needs of Puerto Rican students. Future teachers will receive guidance in comparing and analyzing relevant results from research and from their school visits. In this way, they will be able to make practical suggestions and recommend effective practices for teaching English as a Second Language in Puerto Rico.

PHED 447- Elementary School Practicum Physical Education: The course offers students practical experience in an educational setting, which represents a broad diversity of social aspects. Practice is offer over an extended period, wherein the student assumes the responsibility of teaching in a school setting under supervision of qualified personnel (Evidence 3.4.4, page 1) .

The Feedback Survey Professional Level: Practicum (Evidence 1.1.3) answer by the student is one of the assessments that is use to evaluate candidates' knowledge, skills, and dispositions at Practicum Level. These instruments have a specific question related to diversity in which the student answer if he demonstrated an understanding of the diversity and multiple perspectives that are consonant with education. A review of the data indicates that 96-100% of candidates in this level meet the target criteria of been aware of the diversity in the school scenario.

The Assessment of the Competencies of the Initial Level – Beginner Clinical Experiences of Education Course 106 (Evidence 1.1.1, page 7, item 10 and 13) answer by the faculty, specify if the student describe and analyze the characteristics of diversity and inclusion in the classroom. Also, analyze and describe the diversity and

individual differences in the school community and fosters a work culture based on respect for the diversity and dignity of human beings, values the principles of equity and tolerance and sees service as a form of collaboration. The Assessment of the Competencies of the Pre-Professional Level - Clinical Experiences of Education Course 401 answer by the faculty, help the faculty evaluates the student in the areas of diversity (Evidence 1.1.1, page 9, item 11). In item 11, the student needs to demonstrate an appreciation and respect for the different learning styles, their beliefs and values. The Assessment of the Competencies of the Professional Level- Clinical Experience Practicum (Evidence 1.1.1, page 17) answer by the faculty, in item 14 the student needs to demonstrate an appreciation and respect for the different learning styles, their beliefs and values.

Master Degree Program

EDUC 506- Conflict Resolution in Schools: This course focuses on the knowledge, skills, and abilities required to design, implement and valuate effective conflict resolution programs in schools. Students will be acquainted with the following concepts: inter and intrapersonal conflict resolution, persuasion, problem solving and decision making in conflict in diverse organizations and will develop strategies that could address these conflicts. This course help student to solve school conflict based on diversity, because each school is different (Evidence 3.4.4, page 6).

EDUC 510- Fundamental Concepts of Educational Management: This introductory course analyze the development of managerial thinking in this century, and the new focus of managerial education for the autonomous school of the twenty-first century is discuss (Evidence 3.4.4, page 9).

EDUC 519- Human Resources Management: The course focuses on analyzing theories and practices of human resources management in educational settings. Emphasis is place on human resources management cycles: planning, recruitment, selection, training, development, evaluation and compensation, especially as applied in the Puerto Rico Department of Education. Other topics discussed are motivation, communication and human resources legislation that apply to educational enterprises in Puerto Rico and the United States (Evidence 3.441, page 17).

EDUC 515- Practicum in School Administration and Supervision: The course consists of a series of field experiences encompassing all the tasks and functions of school administrators and University Faculty Supervisors. This provides students with the opportunity to apply theories of school administration and supervision. The student is place in an educational institution, which serves him/her as a laboratory to carry out the administrative tasks required of school administrators. In addition to the supervised practice in a teaching center, the student must attend meetings with the University Faculty Supervisor (Evidence 3.4.1, page 60).

EDUC 600- Educational Research: The course centers on the study of educational research methodologies and theory. It emphasis in the practical applications of research findings and teacher-conducted research. Research course for all specialties (Evidence 3.4.4, page 21).

Doctoral Degree Program

EDUC 714- Historical and Philosophical Perspectives in Education: The course covers historical and philosophical bases of education in the context of Puerto Rico, the United States and other countries, and how they relate to the decisions taken by leaders in educational institutions. Special emphasis to defining a personal philosophy of education and identification of the philosophies that permeate the different institutions represented by the participants in the class.

EDUC 715- Social, Cultural and Political Dimensions of Educational Organization: This course will examine the process of learning through the ages by critically examining cross-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual and psychological processes involved. Emphasis is place on the range of individual, family, environmental and cultural factors that may

enhance or inhibit human growth and development, and on the critical role that human relationships play in the lifelong interactive processes of learning and growth. Through multifaceted inquiry utilizing self-reflection, case studies, theoretical analyses and child assessment and observation, participants will consider the implications for their work as educational leaders in approaching current challenges with students, parents, community, and teachers (Evidence 3.4.4, page 32).

EDUC 716- Contemporary Problems and Issues: The course deals with problems and issues that relate to the present and future of public and private education. Problems are identified in a forum that brings experiences and current methodology together to address problems that course participants face as educators. Long range and short-range problem-solving strategies directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources are address in terms of current situational models (Evidence 3.4.4, page 35).

EDUC 717- Legal Issues in Education: The course centers on the discussion of a wide variety of legal issues, which arise involving teachers, administrators, school board members, parents and students. Topics will include hiring, certification, supervision, evaluation, tenure, due process rights, discipline, child abuse and special education. Students expect to read and discuss a wide variety of court cases and primary source materials to extract important principles and practices, which will apply to hypothetical problems.

EDUC 718- Ethics and Education: The course deals with the study of educational policy developed through micro and macro political elements. Ethical and value issues confronting educational leaders will be examined in order to demonstrate how individual values drive ethical behavior and decisions (Evidence 3.4.4, page 42).

EDUC 801- Project Management in Education: The course deals with skills and techniques in the project management field. With this body of knowledge, students can help educational organizations meet their goals and expectations by using strategies to manage the process of planning, development and control of projects (Evidence 3.4.4, page49).

EDUC 804- Leadership: Models and Strategies: The course focuses on the development and practice of identified leadership skills. It includes comprehensive study of the theoretical basis for leadership, analysis of leadership and management processes, exploration of individual assets and liabilities of leaders, and the examination of leadership in groups.

EDUC 807- Leadership, Community Relations and Partnerships: This course addresses the identification and utilization of community resources and the creation of partnerships, community linkages and collaboration efforts to provide for best educational practices and opportunities for students. Special attention focused on the role of school and community leaders in the development and improvement of networks (Evidence 3.4.4, page 58) .

b. Technology

(Places in which the cross-cutting themes of diversity and technology must be explicitly addressed through evidence)

i. Summarize the evidence that demonstrates that technology is integrated across all standards.

SoED is committed to the integration, promotion, and application of technology to improve instruction and advance student learning. The courses prepares the candidates to real situations they will find in the schools. The courses are designed to include analyses of articles and assignments in diverse contexts that can be find in today's classrooms. The following courses include the technology theme.

Undergraduate Program Courses

EDUC 212- Curriculum and Teaching of Science in Fourth to Sixth Grades: This course studies and analyzes the foundations, theories, principles, skills, concepts, planning, research, implementation and curriculum for the teaching of science in the fourth to the sixth grades. Considerable emphasis is place on hands-on science activities and on those teaching strategies that help children learn processes and concepts of science. The Standards of the Science Program published by the local PRDE are examined. The use and integration of technology is emphasize.

EDUC 214- Computers in Education: This course introduces general concepts about the structure of computers, their impact on modern society and their integration into the educational process. The course provides laboratory experiences in which the student will practice acquired knowledge in diverse situations related to teaching. Students will learn the use of computers as teaching and learning tools and will integrate the use of other emerging technology into their learning experience (Evidence 3.4.1, page 8).

EDUC 435- Interdisciplinary Seminar: Professional seminar that integrates the academic, social humanistic and scientific knowledge that developed by the candidate during his\her formation. Analysis and discussion of tendencies, methods and innovations related to fundamental knowledge and communicative competence of future teachers in their global and local context. Emphasis is on case studies, problem solving, thematic discussions and technology application (Evidence 3.4.1, page 26).

SPED 214- Assistive Technology in Special Education: Students will study methodologies, techniques and innovative strategies needed to teach special education students effectively. Emphasis is place on current research, identification of needs of exceptional children that will be meet through use of computers, evaluation and prescription of software, hardware, and assistive devices (Evidence 3.4.1, page 10).

SPED 360- Methodology for the Teaching of Exceptional Children: The course centers on characteristics and learning styles of the exceptional child; evaluation and educational prescription; special equipment and teaching materials; educational technology and its adaptation to the exceptional child; curriculum adaptation; preparation of objectives, and daily, individualized teaching plans. Emphasis is place on demonstrations and practice (Evidence 3.4.1, page 19).

The candidates are required to complete several general education courses that include the integration of technology in their daily life. This is aligned with the PRDE Teacher Standards (Evidence 1.1.2), specifically standard 7.15 that specify that the teacher needs to integrate technology (TICS) in the exchange between students for group learning, at the same time as for the development of autonomy in knowledge management. The methodology courses allows the student to integrate the technology in the lesson plan design (Evidence 1.1.3) according to the specification of the PRDE. Later this will be apply in the practicum.

The Feedback Survey Level 1: Initial-Beginner (Evidence 1.1.1, page 1) have items that are focusing on the integration of technology as part of their teaching process from the very beginning. You can see that in criterion 3 under knowledge ask the candidate if they have acquired the appropriate and relevant technology for his area

of concentration. For this criterion, the 47.36% of candidates totally agree that understand that they have acquire the appropriate and relevant technology for its area of concentration. A 21.05% of candidates agree that they have acquire the appropriate and relevant technology for its area of concentration. Feedback Survey Professional Level: Practicum (Evidence 1.1.1, page 5), specifically in criterion 3 from the skills dimension, ask the candidate if they have the opportunity to used technology appropriate and relevant in his area of concentration. An 81% of the candidates totally agree that they have the opportunity to used technology appropriate and relevant in his area of concentration (Evidence 4.2.3).

The Assessment of the Competencies of the Initial Level – Beginner Clinical Experiences of Education Course 106 (Evidence 1.1.1, page 7, item 13) answer by the faculty, specify if the student shows competence in knowledge and communication skills, critical thinking, media, instructional technology, development and learning, Also, classroom management, measurement and assessment of learning and mastery in the subject they teach. The Assessment of the Competences of the Pre-Professional Level - Clinical Experiences of Education Course 401 answer by the faculty, help the faculty evaluates the student in the areas of diversity (Evidence 1.1.1, page 9, item 10). In item 10, the student needs to demonstrate knowledge of the application of technology to education and the use a variety of technological media to make their class more effective and improve the teaching and learning processes. The Assessment of the Competences of the Professional Level- Clinical Experience Practicum (Evidence 1.1.1, page 17) answer by the faculty, in item 11 the student needs to demonstrate knowledge of the application of technology to education and the use a variety of technological media to make their class more effective and improve the teaching and learning processes.

According to the PRDE Teacher Profile Standards (Evidence A.2.1.2, ICAAE I.B.4, CAEP A.1.1, ELCC 1.4), the effective Director promotes the use of diverse instruments that allow gathering information about the academic progress of students, discloses results to the school community and uses them to incorporate the necessary changes to improve the teaching-learning process. To do this the director needs to use the technology available to reach everybody in the school community. The following courses encourage the use of the technology available to be effective in the real educational scenario.

Master Degree Program Courses

EDUC 515- Practicum in School Administration and Supervision: The course consists of a series of field experiences encompassing all the tasks and functions of school administrators and University Faculty Supervisors. This provides students with the opportunity to apply theories of school administration and supervision. The student is place in an educational institution, which serves him/her as a laboratory to carry out the administrative tasks required of school administrators. In addition to the supervised practice in a teaching center, the student must attend meetings with the University Faculty Supervisor (Evidence 3.4.1, page 60).

EDUC 519- Human Resources Management: The course focuses on analyzing theories and practices of human resources management in educational settings. Emphasis is place on human resources management cycles: planning, recruitment, selection, training, development, evaluation and compensation, especially as applied in the Puerto Rico Department of Education. Other topics discussed are motivation, communication and human resources legislation that apply to educational enterprises in Puerto Rico and the United States Evidence 3.4.4 page 17).

EDUC 562- Computer Applications for Educational Management: The course centers on the use of computers as tools for educational administration. Computer applications (word processing, graphing, spreadsheets, databases, desktop publishing and presentations, statistical packages, and computer-mediated electronic communications) will serve as tools for developing activities such as budget and inventory control, student and personnel evaluation, statistical data and mail management, as well as report generation and presentation (Evidence 3.4.4, page 19).

EDUC 630- Statistics for Educational Research: Identification of the adequate research approach for the solution of pedagogical problems. The emphasis is in the topics related to descriptive and inferential data analysis making emphasis in results' interpretation. Other topics that will be cover include elementary notions of probability, estimation, sampling, hypothesis testing, experts' criteria and experimental design (Evidence 3.4.4, page 25).

EDUC 702- Administration of Fiscal Resources: The course focuses on basic knowledge related to the administration of fiscal resources. Topics include the components of an operational budget preparation, administration and control, establishing financial priorities, budget transfer, and financial forecasts (Evidence 3.4.4, page 27).

EDUC 705- Planning and Evaluation in Education: The course deals with the conceptualization and practice of planning and evaluation in the educational setting. It includes analysis of approaches, tendencies, strategies for planning and evaluation, and the practical application of these concepts to real situations facing the administrative and teaching personnel in the education system Evidence 3.4.4, page 30).

Doctoral Degree Program Courses

EDUC 802- School Finance (Evidence 3.4.4, page 52): This is a general course in school finance. It is divide into four main areas: context of school finance, strategic planning as the basis for budgeting, budget process, and financial management in education. The student will have the opportunity to view school finance as a process in which planning, budgeting and administration are integrated in order to achieve organizational goals. As mention before Evidence A.1.1.4 shows a candidate work sample that elaborates a Strategic Plan to offer integrated service to schools, in this work we can appreciate the integration of technological tools related to their field of study. Starting on page 3 we can see the use of different kinds of graphics (page 3 & 4), figures (page 6, 7) and tables (pages 10-14, 16, 19-22, & 24.)

EDUC 803- Evaluation of Instructional Programs: Theory and Application: The course focuses on an examination of evaluation strategies, techniques and models applicable to instructional programs. It includes the study of the application of objectives to evaluation, development of evaluation designs, and systematic approaches to assessment, as well as problems of implementation and accountability. The course allows students to analyze and design appropriate strategies for evaluating curriculum. Emphasis is on applications in fieldwork settings (Evidence 3.441, page 155) .

EDUC 902- Statistical Methods in Education: The course is design to equip doctoral students with the essential statistical concepts for developing statistical designs in their own research. In addition to the fundamental principles of descriptive and inferential statistics, students will learn to use computers to compute data and to interpret computer-generated results produced by statistical software (SPSS). Course topics include measurements of central tendency, variability, relative position, and correlation; sampling and probability distributions; tests of significance; t-tests; analysis of variance; chi-square tests; and regression analysis. Analysis of data with SPSS is emphasize.

IV. Areas for Improvement (AFIs) from previous accreditation decisions, if any

Previous AFI(s)

(1) [TEAC 2.1] The faculty's evidence in support of its rationale for the validity of its assessments is not fully developed. [ITP]

a. Statement of progress and supporting evidence for removing the AFI(s)

b. Overview of evidence in support of removing the AFI(s)

To have Evidence-based practice it must include the implementation of the findings of the data collected. Validity is defined as the extent to which a concept is accurately measured in a quantitative study (Heale & Twycross, 2015). To demonstrate validity an instrument must have 3 characteristics: 1 Homogeneity (the instrument measures one construct) 2 Convergence (the instrument measures concepts similar to that of other instruments) 3 Theory evidence (is when the instrument measured what need to be measured). In addition, instrument reliability is very important. The instrument must be consistent and homogenous. The SoED has phase-in plans to improve the validity and reliability of its assessments and to collect the required data. One measure taken by the Dean is to review all the rubrics to comply with the minimum data needed to decision making. In order to do that Evidence 10 page 1, details a phase in plan to work with the improvement of rubrics and other instruments to increase the validity and reliability of each instrument. During 2018-2019, the first semester there was a pilot project using past semester rubrics to determine validity and reliability of the instrument as you can see on Evidence 11. We need more data to demonstrate that the instruments sustain the rationale for validity. To comply with this objective, the Dean approve the use of rubrics that were developed and were out of use with time. To demonstrate that these rubrics are suitable to gather data about the student performance it is necessary to continue the administration of the instrument. To ensure content validity and validate the interpretations made of the data, the faculty will help with the administration and process. To determine its validity we will evaluate the internal consistency of the instruments. According to Kumar (2017) Internal Consistency Reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results. It examines whether or not the items within a scale or measure are homogeneous. Faculty will review data after each semester and individual results that raise concern will be addressed with a meeting between all the faculties. The faculty will either provide support depending on the results for each rubric. Another measure that has been taken immediately is the Practicum Manual at all levels. This will guarantee that the data that needs to be collected will be analyzed and shared every semester with the stakeholders and faculty. This will help in the decision making process over the programs. Another step that has been taken by the SoED Dean is the creation and administration of the necessary surveys and instruments to gather the data that will support each standard and the validity and reliability of the data collected.

The SoED Dean decided as part of the plan to develop various workshops for the faculty to help in the process of gathering the data needed. One important workshop to be developed is the Rubrics workshop, in it will be included the requirements of minimum information that needs the rubric in order to enhance the evaluation of the student and to comply with the standards More data and information regarding rubrics and surveys validity and reliability will be available for the accreditation visit.

State Standard(s) Evidence

Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard and answer any questions provided by the state.)

No Evidence found.

Click here to manage your Evidence

According to the PRDE, the SoED candidates who wants to acquire a teacher certificate must have a minimum of 2.50 cumulative GPA and successfully meet the minimum scores on the three PRTCE exam. The Elementary Level cohort for years 2014-2015, 89.39% of candidates pass the test, for years 2015-2016, 89.47% of candidates pass the test and for years 2016-2017, 90.32% of candidates pass the test. For the Secondary Level cohort for years 2014-2015, 89.47% pass the test, for years 2015-2016, 100% pass the test and for 2016-2017, 85.71% pass the test. This means that the an average for the 3 cycle is 89.82%, this indicates that the program is steadily having students passing the exam and acquiring its certification.