

DATA FOR 2020 EPP ANNUAL REPORT (May 31, 2020)¹

CAEP ID: 32359

Institution: Inter American University of Puerto Rico - San Germán

Unit: Department of Education and Physical Education

Web page: <http://www.sg.inter.edu/decanato-de-asuntos-academicos/departamentos-academicos/educacion-y-educacion-fisica/caep-informacion/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2018-2019?

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹ 33

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)² 54

Total number of program completers 87

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 4. Display of Annual Reporting Measures

The Section 4 of the 2020 Annual Report to CAEP could not be fully completed due to facts that affected us. Our Program could not gather all data and finished all the tabulations and analysis required due to the following reasons:

1. Academic year 2018-2019 was dedicated primarily and exclusively to write and send to CAEP the Self-Study Report of our Teacher Education Program (EPP-Initial Level Program), and to respond to CAEP's communications about the Site-Visit that took place on May 2019.

2. From May 2019 to October 2019, we dedicated our time to respond to CAEP's Rejoinder and to be prepared for the October 2019 virtual meeting with the Accreditation Council. After this meeting, we received a Probatory Accreditation for two (2) years.

¹ Due date extended with CAEP's authorization.

3. In November and December 2019, we dedicated our efforts to revise our instruments in order to answer the AFI's and Stipulations confirmed by CAEP for our EPP-Initial Level Program. We also celebrated different meetings with the Chancellor, Academic Deanship, Dean of Students Affairs, and with our EPP's Faculty to analyze the AFI's and Stipulations and to decide how we were to address them in the 2020 Annual Report and in the next required Self-Study Report.

4. Since December 28, 2019, Puerto Rico has been affected with several earthquakes that affected especially the Southwest area of Puerto Rico where our EPP is located (Inter American University of Puerto Rico, IAUPR, San Germán Campus), specially the great earthquake of January 7, 2020. All the Southwest area was affected, including our Campus and all private and public schools, that had to remain closed until certified by the team of structural engineers. This situation caused also the delay in the opening of partner schools to our candidates, candidates-at-completion, and to contact our completers and stakeholders.

5. Then, when we had already begun the placement of our students and the first contacts with our completers and stakeholders, in March the quarantine and curfew began in Puerto Rico due to the COVID-19 pandemic. The IAUPR decreed an academic and administrative recess from March 16, 2020 up to March 30, 2020. Since March 31, 2020, we are working online, but the schools have basically been closed or serving their students online. This situation has affected our process of data gathering, tabulation and analysis of the academic year 2018-2019. The instruments that we have were in hardcopy, and in April 2020 were tabulated. Due to the COVID-19 situation we were unable to collect new data, as necessary.

Due to these facts, we can only submit to CAEP a partial annual report. Therefore, we request an extension of time, to submit data related to our EPP-Initial Level Program for the 2020 Annual Report and for the next Self-Study Report. CAEP, through Dr. Banhi Bhattacharya, Accreditation Director, Research and Annual Reports, extended the deadline until May 31 to complete the rest of the report, where our EPP will include data for your Initial Licensure programs but not of the impact measures related to CAEP Standard 4.

We are presented the following Outcome Measures:

Outcome Measures

Graduation Rates

For Initial-Level EPP:

To calculate graduation rates, the follow-up cohort is first selected. In this report, the follow-up cohort for high school students was defined as follows:

- New students entering high school level programs.
- Your type of admission is Regular
- They enrolled full time (Full Timers) in their first term of FALL.

Once the cohorts were selected for each year of admission, they were followed up for the next six academic years to determine how many of these students graduated from any

Department of Education program. The number of graduating students was then divided by the cohort base and multiplied by one hundred to calculate the cumulative graduation rate. The cumulative six-year graduation rate reflects the percentage of students in the cohort who graduated in six years or less from a Department of Education program.

Table 1

Accumulated Graduation Rate after 6 years or less of studies - Baccalaureate Level Education Programs

Cohort	Base	Completers	% of Graduation
2011	69	11	16%
2012	57	15	26%
2013	66	16	24%

Table 2

Accumulated Graduation Rate after 6 years or less of studies - Baccalaureate Level, 2013 cohort

Academic Programs	Cohort Base 2013	Completers EPP	% Graduation
128 - SEC EDUC: TEACH OF MATHEMATICS	2	2	100%
136 - SPECIAL EDUCATION	4	2	50%
144 - SEC EDUC: TEACHING OF HISTORY	1	0	0%
145 - SEC EDUC: TEACHING OF SPANISH	4	2	50%
147 - SEC ED: TEACH ENG 2ND LANG	10	3	30%
176 - PHYS ED: SECONDARY LEVEL	3	0	0%
178 - PHYS ED: ELEMENTARY LEVEL	1	0	0%
187 - SEC EDUC: TEACHING OF CHEMISTRY	1	0	0%
191 - MUSIC EDUCATION: INSTRUMENTAL	13	3	23%
192 - MUSIC EDUC: GENERAL - VOCAL	10	0	0%
207 - PHYS EDUC: ADAPTED PHYS EDUC	4	0	0%
236 - EARLY CHILDHOOD: ELEM LVL K-3	7	3	43%
243 - EARLY CHILDHOOD: PRESCHOOL LVL	3	0	0%
254 - VISUAL ARTS: TEACHING ART	2	1	50%
267 - EDUC: SCHOOL HEALTH	1	0	0%

Academic Programs	Cohort Base 2013	Completers EPP	% Graduation
Total	66	16	24%

Table 3

Accumulated Graduation Rate after 6 years or less of studies - Baccalaureate Level, 2012 cohort

Academic Programs	Cohort Base 2012	Completers EPP	% Graduation
128-SEC EDUC: TEACH OF MATHEMATICS	1	0	0%
136-SPECIAL EDUCATION	3	2	67%
144-SEC EDUC: TEACHING OF HISTORY	1	0	0%
145-SEC EDUC: TEACHING OF SPANISH	1	0	0%
147-SEC ED: TEACH ENG 2ND LANG	5	2	40%
176-PHYS ED: SECONDARY LEVEL	4	0	0%
177-SEC EDUC: TEACH SOCIAL STUDIES	2	1	50%
178-PHYS ED: ELEMENTARY LEVEL	2	0	0%
191-MUSIC EDUCATION: INSTRUMENTAL	9	2	22%
192-MUSIC EDUC: GENERAL - VOCAL	12	4	33%
206-ELEM ED: TEACH ENGLISH SEC LANG	2	2	100%
207-PHYS EDUC: ADAPTED PHYS EDUC	2	0	0%
236-EARLY CHILDHOOD: ELEM LVL K-3	5	0	0%
243-EARLY CHILDHOOD: PRESCHOOL LVL	5	1	20%
254-VISUAL ARTS: TEACHING ART	3	1	33%
Total	57	15	26%

Table 4

Accumulated Graduation Rate after 6 years or less of studies - Baccalaureate Level, Cohort 2011

Academic Programs	Cohort Base 2011	Completers EPP	% Graduation
128-SEC EDUC: TEACH OF MATHEMATICS	4	2	50%
136-SPECIAL EDUCATION	1	0	0%
144-SEC EDUC: TEACHING OF HISTORY	3	0	0%
145-SEC EDUC: TEACHING OF SPANISH	2	2	100%
147-SEC ED: TEACH ENG 2ND LANG	2	1	50%
176-PHYS ED: SECONDARY LEVEL	5	0	0%

Academic Programs	Cohort Base 2011	Completers EPP	% Graduation
178-PHYS ED: ELEMENTARY LEVEL	7	0	0%
191-MUSIC EDUCATION: INSTRUMENTAL	11	1	9%
192-MUSIC EDUC: GENERAL - VOCAL	14	0	0%
206-ELEM ED: TEACH ENGLISH SEC LANG	1	0	0%
207-PHYS EDUC: ADAPTED PHYS EDUC	3	1	33%
236-EARLY CHILDHOOD: ELEM LVL K-3	8	2	25%
237-TEACH ELEM FOUR TO SIX (4-6)	2	1	50%
243-EARLY CHILDHOOD: PRESCHOOL LVL	5	1	20%
254-VISUAL ARTS: TEACHING ART	1	0	0%
Total	69	11	16%

For Advanced-Level programs: Master's degrees

To calculate graduation rates, the follow-up cohort is first selected. In this report, the follow-up cohort for master's level students was defined as follows:

- New students entering master's level programs.
- Your type of admission is Regular
- They enrolled full time (Full Timers) in their first term of FALL.

Once the cohorts were selected for each year of admission, they were followed up for the next four academic years to determine how many of these students graduated from the Institution. The number of graduating students was then divided by the cohort base and multiplied by one hundred to calculate the cumulative graduation rate. The cumulative four-year graduation rate reflects the percentage of students in the cohort who graduated in four years from any Department of Education master's level program.

Table 5

Accumulated Graduation Rate to the 4th year of studies - Master's Level in Education Programs

Cohort	Base	Completers	% Graduation
2011	42	19	45%
2012	52	23	44%
2013	51	30	59%

Table 6

Accumulated Graduation Rate to the 4th year of studies - Master's Level in Education Programs, 2013 Cohort

Academic Programs	Cohort Base 2013	Completers Master's Level	% Graduation
300 - TEACH ENG AS SEC LANG	6	3	50%
309A - EDUCATION: COUNSELING	7	4	57%
324 - PSYCHOLOGY: SCHOOL PSYCHOLOGY	7	3	43%
329 - SPECIAL EDUCATION	10	7	70%
339 - BUSINESS EDUCATION	4	2	50%
343 - EDUC: TEACHING OF SCIENCE	1	0	0%
393 - MUSIC EDUCATION	5	3	60%
395 - TEACHING ELEMENTARY LEVEL	5	5	100%
400 - ED: PHYS ED: SPORT TRAIN-PERFORM	3	2	67%
401 - ED: PHY ED: TEACH OF PHYSICAL ED	1	0	0%
402 - ED: EDUC MGMT & LEADERSHIP	2	1	50%
TOTAL	51	30	59%

Table 7

Accumulated Graduation Rate to the 4th year of studies - Master's Level in Education Programs, 2012 Cohort

Academic Programs	Cohort Base 2012	Completers Master's Level	% Graduation
300-TEACH ENG AS SEC LANG	10	5	50%
309A-EDUCATION: COUNSELING	8	5	63%
324-PSYCHOLOGY: SCHOOL PSYCHOLOGY	9	1	11%
329-SPECIAL EDUCATION	4	2	50%
339-BUSINESS EDUCATION	1	0	0%
343-EDUC: TEACHING OF SCIENCE	5	3	60%
393-MUSIC EDUCATION	5	4	80%
395-TEACHING ELEMENTARY LEVEL	2	1	50%
400-ED: PHYS ED: SPORT TRAIN- PERFORM	6	1	17%
401-ED: PHY ED: TEACH OF PHYSICAL ED	1	0	0%
402-ED: EDUC MGMT & LEADERSHIP	1	1	100%
TOTAL	52	23	44%

Table 8

Accumulated Graduation Rate to the 4th year of studies - Master's Level in Education Programs, Cohort 2011

Academic Programs	Cohort Base 2011	Completers Master's Level	% Graduation
300-TEACH ENG AS SEC LANG	9	2	22%
309A-EDUCATION: COUNSELING	2	1	50%
324-PSYCHOLOGY: SCHOOL PSYCHOLOGY	7	3	43%
329-SPECIAL EDUCATION	3	2	67%
343-EDUC: TEACHING OF SCIENCE	5	3	60%
393-MUSIC EDUCATION	9	5	56%
395-TEACHING ELEMENTARY LEVEL	2	2	100%
400-ED: PHYS ED: SPORT TRAIN-PERFORM	3	0	0%
401-ED: PHY ED: TEACH OF PHYSICAL ED	1	1	100%
402-ED: EDUC MGMT & LEADERSHIP	1	0	0%
TOTAL	42	19	45%

For Advanced-Level programs: Doctoral degrees

To calculate graduation rates, the follow-up cohort is first selected. In this report, the follow-up cohort for PhD level students was defined as follows:

- New students entering doctoral level programs.
- Your type of admission is Regular
- They enrolled full time (Full Timers) in their first term of Fall.

Once the cohorts were selected for each year of admission, they were followed up for the next six academic years to determine how many of these students graduated from the Institution. The number of graduating students was then divided by the cohort base and multiplied by one hundred to calculate the cumulative graduation rate. The cumulative six-year graduation rate reflects the percentage of students in the cohort who graduated in six years from any Department of Education master's level program.

Table 9

Accumulated Graduation Rate to the 6th year of studies - Doctorate Level in Education Programs

Cohort	Base	Completers	% Graduation
2011	7	1	14%
2012	22	2	9%
2013	18	4	22%

Tabla 10

Accumulated Graduation Rate to the 6th year of studies - Doctorate Level in Education Programs, 2013 Cohort

Academic Programs	Cohort Base 2013	Completers Doctoral Level	% Graduation
520C - EDUC: ED MGMT & LEADERSHIP	5	1	20%
530C - EDUCATION: COUNSELING	3	0	0%
540C - EDUC: CURRICULUM & TEACHING	10	3	30%
TOTAL	18	4	22%

Table 11

Accumulated Graduation Rate to the 6th year of studies - Doctorate Level in Education Programs, 2012 Cohort

Academic Programs	Cohort Base 2012	Completers Doctoral Level	% Graduation
520C-EDUC: ED MGMT & LEADERSHIP	11	0	0%
530C-EDUCATION: COUNSELING	1	0	0%
540C-EDUC: CURRICULUM & TEACHING	9	1	11%
587-BUSINESS EDUCATION	1	1	100%
TOTAL	22	2	9%

Table 12

Accumulated Graduation Rate to the 6th year of studies - Doctorate Level in Education Programs, 2011 Cohort

Academic Programs	Cohort Base 2011	Completers Doctoral Level	% Graduation
520C-EDUC: ED MGMT & LEADERSHIP	5	1	20%
540C-EDUC: CURRICULUM & TEACHING	2	0	0%
TOTAL	7	1	14%

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

Available data is of completers at the Initial-Level EPP. The ability of completers to meet licensing (certification) is measured through PCMAS (standardized test called *Pruebas para la Certificación de Maestros*). The most recently information of PCMAS is as follows:

**PCMAS UPDATED INFORMATION FOR TEACHER EDUCATION PROGRAM SAN GERMAN CAMPUS
(2018 & 2019)**

Table 13

Single-Assessment Level Pass-Rate Data for Teacher Preparation Program: Subject matter Knowledge (Specialization) of Teacher Candidates at Completion

Academic year	Spring 2018			Spring 2019			San Germán Campus: Differences 2019 vs 2018
	Specialties or Majors	TEP in IAUPR, San Germán Campus	Statewide (Puerto Rico) Differences	TEP in IAUPR, San Germán Campus	Statewide (Puerto Rico) Differences	Differences	
Spanish	3/3 = 100%	89%	+11%	3/3 = 100%	89%	+11%	0%
English	2/2 = 100%	94%	+6%	3/3 = 100%	95%	+5%	0%
Mathematics	1/1 = 100%	77%	+23%	0/1 = 0%	88%	-88%	- 100%
Social Studies	N/A	100%	N/A	N/A	92%	N/A	N/A
Science	1/1 = 100%	100%	0%	1/2 = 50%	88%	-38%	- 50%
Mean	93.2%	86.4%	+6.8%	62.5%	90% (Social Studies not counted)	-27.5%	- 31%

N/A: No students

Analysis: The performance of Candidates at Completion in subject matter knowledge measured in PCMAS is consistently bigger in 2018 and 2019 than Statewide, as measured in the *Single-Assessment Level Pass-Rate*, for **Spanish and English as a Second Language majors**. It is important to remark, that the small number of test takers could affected the variance of the group of takers and affected the percentage obtained. Faculty must analyze this performances and possible causes in order to make arraignments in courses and academic orientations.

Conclusion: The 93.2% of Candidates at Completion in 2018 and the 62.5% in 2019 evidence accomplishment of subject matter knowledge as measured in PCMAS. The performance of Spanish and English as a Second Language is consistently bigger in 2018 and 2019 than Statewide, as measured in the *Single-Assessment Level Pass-Rate*.

Table 14

Single-Assessment Level Pass-Rate for Professional Competences: Pedagogical Knowledge of Teacher Candidates at Completion

Academic year	Spring 2018			Spring 2019			San Germán Campus: Differences 2019 vs 2018
	TEP in IAUPR San Germán Campus	Statewide (Puerto Rico)	Differences (TEPvsPR)	TEP in IAUPR San Germán Campus	Statewide (Puerto Rico)	Differences (TEPvsPR)	
PCMAS general-Elementary	5/7 = 71%	91%	- 20%	13/15 = 87%	94%	- 7%	+ 16%
PCMAS general-Secondary	7/7 = 100%	97%	+ 3%	14/15 = 93%	98%	- 5%	- 2%
PCMAS general	12/14 = 86%	82%	+ 4%	27/30 = 90%	94%	- 4%	+ 4%

Analysis: The performance of Candidates at Completion in the two last measures (2018 and 2019) of **PCMAS (new general test) is bigger than Statewide, and best in 2019**, as measured in the *Single-Assessment Level Pass-Rate for Professional Competences Assessment Level Pass-Rate*. If compared secondary level with elementary level, the performance of secondary level is bigger than statewide in 2018 but smaller in 2019. The performance of elementary level is smaller than statewide in both test years. It is important to investigate the reasons of the performance at the elementary and secondary levels. TEP will contact the candidates at completion to participate in a focal group in order to clarify their difficulties in PCMAS.

Conclusions: In general, the 86.0% of Candidates at Completion from the Initial-Level EPP at the San Germán Campus of the IAUPR in 2018 and the 90.0% in 2019 evidence accomplishment of the professional competencies (pedagogical knowledge) as measured in PCMAS. Of them, the Candidates at Completion at the Secondary Level evidences better

performance than Candidates at Completion at the Elementary Level in both years.

Table 15

Summary Pass Rate and Aggregate Assessment Pass Rate Data

Academic year of PCMAS Tests	TEP San Germán Campus	Performance Standard (Classification of TEP at San Germán Campus)	Statewide	Performance Standard*	Difference (TEP vs Statewide)
2018-Professional competencies	86%	Good	90%	Excellent	-4%
2018- Specialization	100%	Excellent	90%	Excellent	+10%
Summary Pass Rate (2018)	86%	Good	90%	Excellent	-4%
2019- Specialization	78%	Satisfactory	93%	Excellent	- 15%
2019- PCMAS general (Elementary & Secondary)	90%	Excellent	94%	Excellent	- 4%
2019- PCMAS general (Pedagogical competencies)	90%	Excellent	94%	Excellent	- 4%
Summary Pass Rate (2019)	83%	Good	92%	Excellent	- 9%

* Performance standard according to: Department of Education of Puerto Rico & the College Board Puerto Rico y América Latina Office. (2016, 12 de diciembre): *Boletín Informativo Número 18 de la Red Colaborativa – Actividades y Calendario de Trabajo Año Académico 2016-2017 para la preparación de los informes requeridos para el Teacher Preparation Report Card (TRC) sobre los Programas de Preparación de Maestros.*

Note 1: The *Summary Pass Rate* is the proportion of program completers who passed all the tests they took in each of the skill or knowledge areas, among all program completers who took one or more tests in each area (PCMAS General or PCMAS General Elementary-Secondary).

Note 2: The *Aggregate Assessment Pass Rate* is the proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas.

Analysis: The performance of Candidates at Completion in 2018 PCMAS was bigger than Statewide in specialization or majors' competencies but not in pedagogical knowledge (professional competencies), as measured in the *Aggregate Assessment Pass Rates*. The Summary Pass Rate in 2018 of San Germán Campus Candidates at Completion is also less small than Statewide. On the other hand, **the performances in specialization/majors, the PCMAS general (pedagogical competencies), and PCMAS (elementary/secondary) in 2019 are smaller than Statewide.** Still Candidates at Completion of TEP at the San Germán Campus performance is excellent in the *Aggregate Assessment Pass Rate* but good in the *Summary Pass Rate*. The TEP have investigate and analyze the reasons of the performance of their Candidates at Completion to take decisions according to reliable data.

Conclusion: The performance of Candidates at Completion of TEP at the San Germán Campus standard (classification of the Initial-Level EPP at San Germán Campus) was good (83%) as evidenced in the *Summary Pass Rate*.

8. *Student loan default rates and other consumer information (initial & advanced levels)*

This information can be obtained at: <http://www.sg.inter.edu/students-achievementsstudent-right-know/>

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Data for Standard 1. Content and Pedagogical Knowledge: *The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.*

CAEP: Areas for Improvement (ITP) 1 Content and Pedagogical Knowledge
The EPP did not provide sufficient evidence for candidates' understanding of InTASC standards at the appropriate progression levels. (component 1.1)

Answer: We revised local Assessment instruments to aligned them to InTASC standards. With this alignment, we tabulated and analyzed data for four academic terms (Spring 2018, Fall 2018, Spring 2019 and Fall 2019). This analysis is presented in this progress report. In Fall, 2020 we are going to continue data gathering with this alignment.

InTASC: The Learner and Learning

Standard #1: Learner Development

Data is presented for Spring 2018, Fall 2018, Spring 2019, and Fall 2019 (four terms) from three local Assessment instruments.

First Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors

Table 16

*Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*²

Term & Majors	n/N	Evaluators	Items: 20 & 22 ³			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
128 - Secondary Education in Mathematics	1	Cooperating Teacher	3.00 0.000	2.50* 0.000	-0.50 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
136 - Special Education	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.00 0.000	3.00* 0.000	+1.00 0.000	N/A
144 - Secondary Education in History	1	Cooperating Teacher	2.50 0.000	3.00* 0.000	+0.50 0.000	N/A
		University Supervisor	2.50 0.000	3.00* 0.000	+0.50 0.000	N/A
145 - Secondary Education in Spanish	5	Cooperating Teacher	3.00 0.000	2.90* 0.224	-0.10 0.224	0.331 No sig diff
		University Supervisor	2.80 0.274	2.80* 0.274	0.00 0.000	0.339 No sig diff
147 - Teaching English as a Second Language at the Secondary Level	2	Cooperating Teacher	3.00 0.000	2.00 0.000	-1.00 0.000	1.000 No sig diff
		University Supervisor	3.00 0.000	2.75* 0.354	-0.25 0.354	0.423 No sig diff
174 - Secondary Education in Biology	1	Cooperating Teacher	2.50 0.000	3.00* 0.224	+0.50 0.000	N/A
		University Supervisor	2.50 0.000	3.00* 0.224	+0.50 0.000	N/A
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				
177 - Secondary Education in Social Studies	1	Cooperating Teacher	2.50 0.000	2.50* 0.000	0.00 0.000	N/A
		University Supervisor	2.50 0.000	3.00* 0.224	0.50 0.224	N/A
178 - Physical Education at the Elementary Level	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.00 0.000	2.50* 0.224	+0.50 0.000	N/A
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				

² Evaluation of Candidates at completion: Performance Standard for PD-1R to PD-6R = 2.40 or above from a 3-point scale (Adequate). [* = Accomplished]

³ Item 20: The Candidate at Completion plans and adapts activities considering individual, cultural, and linguistic differences. Item 22: The Candidate at Completion consistently demonstrates sensibility and understanding towards the diversity among students in the classroom.

Term & Majors	n/N	Evaluators	Items: 20 & 22 ⁴			
TERM: SPRING 2018			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
191 - Music Education: Instrumental	3	Cooperating Teacher	2.83 0.289	3.00* 0.000	+0.17 -0.289	0.296 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	1.000 No sig diff
192 - Music Education: General-Vocal	7	Cooperating Teacher	3.00 0.000	2.86* 0.000	-0.14 0.244	0.344 No sig diff
		University Supervisor	2.93 0.189	3.00* 0.000	+0.07 -0.189	0.084 No sig diff
206 - Teaching English as a Second Language at the Elementary Level	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
207 - Adapted Physical Education	N/C	Cooperating Teacher				
		University Supervisor				
236 - Early Childhood: Elementary Level (K-3)	2	Cooperating Teacher	3.00 0.000	2.75* 0.354	-0.25 -0.354	0.423 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	1.000 No sig diff
237 - Early Childhood: Elementary Level (4-6)	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
243 - Early Childhood: Pre-school Level	N/C	Cooperating Teacher				
		University Supervisor				
254 - Visual Arts: Art Education	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	1.000 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	1.000 No sig diff
Total & General Mean: Spring 2018	30	Cooperating Teacher	2.88 0.202	2.82* 0.287	-0.06 0.080	0.568 No sig diff
		University Supervisor	2.73 0.357	2.93* 0.143	0.20 -0.214	0.045 Sig diff

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for academic term of Spring 2018 (January to May 2018): Local Assessment Instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors:*

- 14 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (77.78%).
- In general, 13 from 14 majors evaluated (N=30) accomplished the performance standard for InTASC Standard 1 *Learning Development* in their final evaluation (83.33%) by the Cooperating Teachers.

⁴ Item 20: The Candidate at Completion plans and adapts activities considering individual, cultural, and linguistic differences. Item 22: The Candidate at Completion consistently demonstrates sensibility and understanding towards the diversity among students in the classroom.

- In general, 14 from 14 majors evaluated (N=30) accomplished the performance standard for InTASC Standard 1 *Learning Development* in their final evaluation by the University Supervisors.
- The general mean (N=30) reflected no significant statistical differences in Cooperating Teachers evaluation when final evaluation was compared with initial evaluation (2.82 ± 0.287 vs 2.88 ± 0.202 , $p = 0.568$).
- The general mean (N=30) reflected significant statistical differences in University Supervisors evaluation when final evaluation was compared with initial evaluation (2.93 ± 0.143 vs 2.73 ± 0.357 , $p = 0.045$)
- The Candidates at Completion from Teaching English as a Second Language at the Secondary Level (n=2) did not accomplish this Standard as evaluated by the Cooperating Teachers in their final evaluation.

Conclusion: For Spring 2018, the 83.33% of Candidates at Completion evidenced dominion on the InTASC Standard 1 *Learner Development* as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*. The Candidates at Completion from Teaching English as a Second Language at the Secondary Level (n=2) did not accomplish this Standard as evaluated by the Cooperating Teachers in their final evaluation.

Term & Majors	n/N	Evaluators	Items: 20 & 22			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences	Significant differences t-Test ($p < 0.05$)
TERM: FALL 2018						
128 - Secondary Education in Mathematics	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.50 0.000	3.00* 0.000	0.50 0.000	N/A
136 - Special Education	N/C	Cooperating Teacher				
		University Supervisor				
144 - Secondary Education in History	N/C	Cooperating Teacher				
		University Supervisor				
145 - Secondary Education in Spanish	1	Cooperating Teacher	2.50 0.000	3.00* 0.000	0.50 0.000	N/A
		University Supervisor	2.00 0.000	2.50* 0.000	0.50 0.000	N/A
147 - Teaching English as a Second Language at the Secondary Level	1	Cooperating Teacher	2.50 0.000	3.00* 0.000	0.50 0.000	N/A
		University Supervisor	2.50 0.000	2.50* 0.000	0.00 0.000	N/A
174 - Secondary Education in Biology	N/C	Cooperating Teacher				
		University Supervisor				
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				

Term & Majors	n/N	Evaluators	Items: 20 & 22			
TERM: FALL 2018			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences	Significant differences t-Test ($p < 0.05$)
177 – Secondary Education in Social Studies	N/C	Cooperating Teacher				
		University Supervisor				
178 - Physical Education at the Elementary Level	2	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	1.000 No sig diff
		University Supervisor	2.75 0.354	2.75* 0.000	-0.25 -0.354	0.826 No sig diff
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				
191 - Music Education: Instrumental	N/C	Cooperating Teacher				
		University Supervisor				
192 - Music Education: General–Vocal	4	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	1.000 No sig diff
		University Supervisor	3.00 0.000	2.75* 0.289	-0.25 0.289	0.603 No sig diff
206 - Teaching English as a Second Language at the Elementary Level	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
207 - Adapted Physical Education	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
236 - Early Childhood: Elementary Level (K-3)	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
237 - Early Childhood: Elementary Level (4-6)	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
243 - Early Childhood: Pre-school Level	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
254 - Visual Arts: Art Education	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
Total & General Mean: Spring 2018	15	Cooperating Teacher	2.91 0.193	3.00* 0.000	0.09 0.19	0.167 No sig diff
		University Supervisor	2.80 0.317	2.89* 0.196	0.09 -0.120	0.221 No sig diff

Notes: N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for academic term of Fall 2018 (August to December 2018): Local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*:

- 11 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (61.11%).
- In general, all majors evaluated (N=15) accomplished the performance standard for InTASC Standard 1 *Learning Development* in their final evaluation (100%) by the Cooperating Teachers.
- In general, all majors evaluated (N=15) accomplished the performance standard for InTASC Standard 1 *Learning Development* in their final evaluation (100%) by the University Supervisors.
- The general mean (N=15) reflected no significant statistical differences in Cooperating Teachers evaluation when final evaluation was compared with initial evaluation (3.00 ± 0.000 vs 2.91 ± 0.193 , $p = 0.167$).
- The general mean (N=15) reflected no significant statistical differences in University Supervisors evaluation when final evaluation was compared with initial evaluation (2.89 ± 0.196 vs 2.80 ± 0.317 , $p = 0.221$)

Conclusion: For Fall 2018, the 100% of Candidates at Completion evidenced dominion on the InTASC Standard 1 *Learner Development* as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*.

Term & Majors	n/N	Evaluators	Items: 20 & 22			
TERM: SPRING 2019			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
128 - Secondary Education in Mathematics	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
136 - Special Education	2	Cooperating Teacher	2.50 0.000	3.00* 0.000	0.50 0.000	N/A
		University Supervisor	2.75 0.354	3.00* 0.000	0.25 -0.354	0.826 No sig diff
144 - Secondary Education in History	N/C	Cooperating Teacher				
		University Supervisor				
145 - Secondary Education in Spanish	1	Cooperating Teacher	2.00 0.000	3.00* 0.000	1.00 0.000	N/A
		University Supervisor	2.50 0.000	2.50* 0.000	0.00 0.000	N/A
147 - Teaching English as a Second Language at the Secondary Level	1	Cooperating Teacher	3.00 0.000	2.50* 0.000	-0.50 0.000	N/A
		University Supervisor	2.50 0.000	3.00* 0.000	0.50 0.000	N/A
174 - Secondary Education in Biology	2	Cooperating Teacher	3.00 0.000	2.50* 0.000	-0.50 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A

Term & Majors	n/N	Evaluators	Items: 20 & 22			
TERM: SPRING 2019			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				
177 - Secondary Education in Social Studies	N/C	Cooperating Teacher				
		University Supervisor				
178 - Physical Education at the Elementary Level	N/C	Cooperating Teacher				
		University Supervisor				
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				
191 - Music Education: Instrumental	7	Cooperating Teacher	2.79 0.267	2.79* 0.267	0.00 0.000	0.311 No sig diff
		University Supervisor	2.57 0.345	2.50 0.408	-0.07 0.143	0.512 No sig diff
192 - Music Education: General-Vocal	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
206 - Teaching English as a Second Language at the Elementary Level	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
207 - Adapted Physical Education	N/C	Cooperating Teacher				
		University Supervisor				
236 - Early Childhood: Elementary Level (K-3)	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	2.83* 0.289	-0.17 0.289	0.629 No stat diff
237 - Early Childhood: Elementary Level (4-6)	1	Cooperating Teacher	3.00 0.000	3.00* 0.00	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
243 - Early Childhood: Pre-school Level	N/C	Cooperating Teacher				
		University Supervisor				
254 - Visual Arts: Art Education	N/C	Cooperating Teacher				
		University Supervisor				

Term & Majors	n/N	Evaluators	Items: 20 & 22			
TERM: SPRING 2019			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Total & General Mean: Spring 2019	23	Cooperating Teacher	2.84 0.306	2.89* 0.193	0.05 -0.113	0.724 No stat diff
		University Supervisor	2.85 0.211	2.91* 0.193	0.06 -0.018	0.245 No stat diff

Notes: N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for academic term of Spring 2019 (January to May 2019): Local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*:

- 11 majors have evaluation for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (61.11%).
- In general, all majors evaluated (N=23) accomplished the performance standard for InTASC Standard 1 *Learning Development* in their final evaluation (100%) by the Cooperating Teachers.
- In general, all majors evaluated (N=23) accomplished the performance standard for InTASC Standard 1 *Learning Development* in their final evaluation (100%) by the University Supervisors.
- The general mean (N=23) reflected no significant statistical differences in Cooperating Teachers evaluation when final evaluation was compared with initial evaluation (2.89 ± 0.193 vs 2.84 ± 0.306 , $p = 0.724$).
- The general mean (N=23) reflected no significant statistical differences in University Supervisors evaluation when final evaluation was compared with initial evaluation (2.91 ± 0.193 vs 2.85 ± 0.211 , $p = 0.245$).

Conclusion: For Spring 2019, the 100% of Candidates at Completion evidenced dominion on the InTASC Standard 1 *Learner Development* as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*.

Term & Majors	n/N	Evaluators	Items: 20 & 22			
TERM: FALL 2019			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences	Significant differences t-Test ($p < 0.05$)
128 - Secondary Education in Mathematics	N/C	Cooperating Teacher				
		University Supervisor				
136 - Special Education	2	Cooperating Teacher	2.50 0.000	3.00 0.000	0.50 0.000	N/A
		University Supervisor	3.00 0.000	3.00 0.000	0.00 0.000	N/A

Term & Majors	n/N	Evaluators	Items: 20 & 22			
TERM: FALL 2019			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences	Significant differences t-Test ($p < 0.05$)
144 - Secondary Education in History	N/C	Cooperating Teacher				
		University Supervisor				
145 - Secondary Education in Spanish	N/C	Cooperating Teacher				
		University Supervisor				
147 - Teaching English as a Second Language at the Secondary Level	1	Cooperating Teacher	3.00 0.000	2.50 0.000	-0.50 0.000	N/A
		University Supervisor	3.00 0.000	3.00 0.000	0.00 0.000	N/A
174 - Secondary Education in Biology	1	Cooperating Teacher	2.50 0.000	3.00 0.000	0.50 0.000	N/A
		University Supervisor	3.00 0.000	3.00 0.000	0.00 0.000	N/A
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				
177 - Secondary Education in Social Studies	N/C	Cooperating Teacher				
		University Supervisor				
178 - Physical Education at the Elementary Level	1	Cooperating Teacher	3.00 0.000	3.00 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00 0.000	0.00 0.000	N/A
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				
191 - Music Education: Instrumental	N/C	Cooperating Teacher				
		University Supervisor				
192 - Music Education: General-Vocal	6	Cooperating Teacher	2.92 0.204	2.92 0.204	0.00 0.000	1.000 No sig diff
		University Supervisor	3.00 0.000	3.00 0.000	0.00 0.000	N/A
206 - Teaching English as a Second Language at the Elementary Level	1	Cooperating Teacher	3.00 0.000	3.00 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00 0.000	0.00 0.000	N/A
207 - Adapted Physical Education	N/C	Cooperating Teacher				
		University Supervisor				
236 - Early Childhood: Elementary Level (K-3)	N/C	Cooperating Teacher				
		University Supervisor				

Term & Majors	n/N	Evaluators	Items: 20 & 22			
TERM: FALL 2019			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences	Significant differences t-Test ($p < 0.05$)
237 - Early Childhood: Elementary Level (4-6)	N/C	Cooperating Teacher				
		University Supervisor				
243 - Early Childhood: Pre-school Level	1	Cooperating Teacher	3.00 0.000	3.00 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00 0.000	0.00 0.000	N/A
254 - Visual Arts: Art Education	N/C	Cooperating Teacher				
		University Supervisor				
Total & General Mean: Fall 2019	13	Cooperating Teacher	2.85 0.220	2.92* 0.173	0.07 -0.048	0.604 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	1.000 No sig diff

Notes: N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for academic term of Fall 2019 (August to December 2019): Local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors:*

- 7 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (38.89%).
- In general, all majors evaluated (N=13) accomplished the performance standard for InTASC Standard 1 *Learning Development* in their final evaluation (100%) by the Cooperating Teachers.
- In general, all majors evaluated (N=13) accomplished the performance standard for InTASC Standard 1 *Learning Development* in their final evaluation (100%) by the University Supervisors.
- The general mean (N=13) reflected no significant statistical differences in Cooperating Teachers evaluation when final evaluation was compared with initial evaluation (2.92 ± 0.073 vs 2.85 ± 0.220 , $p = 0.604$).
- The general mean (N=13) reflected no significant statistical differences in University Supervisors evaluation when final evaluation was compared with initial evaluation (3.00 ± 0.000 vs 3.00 ± 0.000 , $p = 1.000$)

Conclusion: For Fall 2019, the 100% of Candidates at Completion evidenced dominion on the InTASC Standard 1 *Learner Development* as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors.*

Second Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course

Table 17

*Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course*⁵

All Terms, Majors	n/N	Mean (Item 3)⁶	Std. Deviation
BA Secondary Education in Mathematics	3	2.33	0.577
BA Special Education	5	3.00*	0.000
BA Secondary Education in History	1	2.00	0.000
BA Secondary Education in Spanish	7	2.86*	0.378
BA Teaching English as a Second Language at the Secondary Level	5	2.60*	0.548
BA Secondary Education in Biology	4	2.75*	0.500
BA Secondary Education in Social Studies	1	1.00	0.000
BA Physical Education at Elementary Level	4	2.75*	0.500
BM Music Education: Instrumental	10	2.70*	0.675
BM Music Education: General-Vocal	20	2.80*	0.523
BA Teaching English as a Second Language at the Elementary Level	4	3.00*	0.000
BA Adapted Physical Education	1	3.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	2.67*	0.516
BA Early Childhood: Elementary Level (4-6)	2	3.00*	0.000
BA Early Childhood: Pre-school Level	3	2.67*	0.577
BA Visual Arts: Art Education	4	3.00*	0.000
Total/Mean	80	2.75*	0.516

⁵ Academic Project of Candidates at completion in the clinical course: Performance Standard = 2.40 or above in a 3-point scale (“B”). [* = Accomplished]

⁶ Item 3: The Candidate at Completion identifies and describes the population to be participant in the Action-Research.

Academic Terms, All Majors	n/N	Mean (Item 1)	Std. Deviation		
January to May 2018 (Spring 2018)	30	2.73*	0.583		
August to December 2018 (Fall 2018)	15	2.87*	0.352		
January to May 2019 (Spring 2019)	22	2.64*	0.581		
August to December 2019 (Fall 2019)	13	2.85*	0.376		
Total/Mean	80	2.75*	0.516		
ANOVA One-Way	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.617	3	0.206	0.767	0.516 No stat diff
Within Groups	20.383	76	0.268		
Total	21.000	79			

General analysis: Local Assessment Instrument *PD-8R Academic Project of Candidates at completion in the clinical course*:

- A total of 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP and were evaluated by their University Supervisors (88.89%).
- 17 majors evaluated (N=80) accomplished the performance standard for InTASC Standard 1 *Learning Development* in their Academic Project (94.44%).
- Only one student in BA Secondary Education in Social Studies did not accomplished the Item 1 (*The Candidate at Completion identifies the skills that students need to develop or refine*) from the Academic Project.
- The general mean (N=80) was 2.75 ± 0.516 (Accomplishment, homogeneous).
- The general mean (N=80) reflected no significant statistical differences between academic terms evaluations and within groups ($p = 0.516$)

Conclusion: The 94.74% of Candidates at Completion evidenced dominion on the InTASC Standard 1 *Learner Development* as measured by local Assessment instrument *PD-8R Academic Project of Candidates at completion in the clinical course*. Only one student in BA Secondary Education in Social Studies did not accomplished it.

Third Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion

Table 18

*Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion*⁷

Majors	n/N	Mean (Item 12)⁸	Std. Deviation
BA Secondary Education in Mathematics	3	5.00*	0.000
BA Special Education	5	4.80*	0.447
BA Secondary Education in History	1	5.00*	0.000
BA Secondary Education in Spanish	7	4.57*	0.787
BA Teaching English as a Second Language at the Secondary Level	5	4.80*	0.447
BA Secondary Education in Biology	4	4.25*	0.957
BA Secondary Education in Social Studies	1	3.00	0.000
BA Physical Education at Elementary Level	4	5.00*	0.000
BM Music Education: Instrumental	10	4.00*	1.054
BM Music Education: General-Vocal	19	4.05*	1.026
BA Teaching English as a Second Language at the Elementary Level	2	4.50*	0.707
BA Adapted Physical Education	1	5.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	4.83*	0.408
BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000
BA Early Childhood: Pre-school Level	2	5.00*	0.000
BA Visual Arts: Art Education	4	4.50*	0.577

⁷ Satisfaction of Candidates at completion: Performance Standard Expected point average = 4.00 or above in a 5-points scale (80%). [* = Accomplished]

⁸ Item 12: The curricular contents of TEP fulfill the expectation of developing in my ability to carry out activities that provide the opportunity for the systematic development of critical thinking skills and specific contents of the subject according to the grade of the students.

Majors	n/N	Mean (Item 12) ⁸	Std. Deviation		
Total/Mean	76	4.45*	0.839		
Academic Terms	n/N	Mean (Item 12)	Std. Deviation		
August to December 2018 (Fall 2018)	14	4.57	0.646		
January to May 2019 (Spring 2019)	21	4.62	0.590		
August to December 2019 (Fall 2019)	13	4.62	0.650		
Total/Mean	76	4.45	0.839		
ANOVA One-Way	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.224	3	1.075	1.561	0.206 No stat diff
Within Groups	49.565	72	0.688		
Total	52.789	75			

General analysis: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion*:

- A total of 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP and were evaluated by their University Supervisors (88.89%).
- 15 majors (N=75) express satisfaction with the accomplishment of InTASC Standard 1 *Learner Development* (93.75%).
- Only one student in BA Secondary Education in Social Studies expressed non-satisfaction in the Item 12 (*The curricular contents of TEP fulfill the expectation of developing in my ability to carry out activities that provide the opportunity for the systematic development of critical thinking skills and specific contents of the subject according to the grade of the students*) from the Satisfaction Survey (6.25%).
- The general mean (N=75) was 4.45 ± 0.839 (Satisfied with the accomplishment of InTASC Standard 1, homogeneous).
- The general mean (N=75) reflected no significant statistical differences between academic terms evaluations and within groups ($p = 0.206$) in the satisfaction of the Candidates at Completion.

Conclusion: The 93.75% of Candidates at Completion expressed satisfaction with Initial/Level EPP at the San Germán Campus in the accomplishment of InTASC Standard 1 *Learner Development* as measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*. Only one student in BA Secondary Education in Social Studies expressed not satisfaction with the item: *The curricular contents of TEP fulfill the expectation of developing in my ability to carry out activities that provide the opportunity for the systematic development of critical thinking skills and specific contents of the subject according to the grade of the students*.

Standard #2: Learning Differences

Data is presented for Spring 2018, Fall 2018, Spring 2019, and Fall 2019 (four terms) from three local Assessment instruments.

First Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors

Table 19

*Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*⁹

Majors	n/N	Evaluators	Items: 12 & 21 ¹⁰			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test (p<0.05)
ALL TERMS						
128 - Secondary Education in Mathematics	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.67 0.289	3.00* 0.000	0.33 -0.289	0.116 No stat diff
136 - Special Education	5	Cooperating Teacher	2.70 0.447	3.00* 0.000	0.30 -0.447	0.258 No stat diff
		University Supervisor	2.90 0.224	2.90* 0.224	0.00 0.000	1.000 No stat diff
144 - Secondary Education in History	1	Cooperating Teacher	2.00 0.000	3.00* 0.000	1.00 0.000	N/A
		University Supervisor	2.50 0.000	3.00* 0.000	0.50 0.000	N/A
145 - Secondary Education in Spanish	7	Cooperating Teacher	2.79 0.433	2.79* 0.433	0.00 0.000	1.000 No stat diff
		University Supervisor	2.72 0.394	2.93* 0.189	0.21 -0.205	0.218 No stat diff
147 - Teaching English as a Second Language at the Secondary Level	5	Cooperating Teacher	2.70 0.496	2.80* 0.224	0.10 -0.048	0.446 No stat diff
		University Supervisor	2.80 0.447	3.00* 0.00	0.20 -0.447	0.347 No stat diff
174 - Secondary Education in Biology	4	Cooperating Teacher	2.50 0.250	2.88* 0.125	0.38 -0.125	0.282 No stat diff
		University Supervisor	2.25 0.5000	2.75* 0.500	0.50 0.000	0.207 No stat diff
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				

⁹ Evaluation of Candidates at completion: Performance Standard for PD-1R to PD-6R = 2.40 or above in a 3-point scale (Adequate). [* = Accomplished]

¹⁰ Item 12: The Candidate at Completion uses available technology to promote technological assistance, accommodations and differentiated teaching. Item 21: The Candidate at Completion adapts the teaching and learning process to serve students with different needs.

Majors	n/N	Evaluators	Items: 12 & 21 ¹¹			
ALL TERMS			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
177 – Secondary Education in Social Studies	1	Cooperating Teacher	2.00 0.000	2,50* 0.000	0.50 0.00	N/A
		University Supervisor	3.00 0.000	3,00* 0.000	0,00 0.000	N/A
178 - Physical Education at the Elementary Level	4	Cooperating Teacher	2.50 0.577	3.00* 0.00	0.50 -0.577	0.134 No stat diff
		University Supervisor	2.88 0.250	3.00* 0.000	0.12 -0.250	0.356 No stat diff
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				
191 - Music Education: Instrumental	10	Cooperating Teacher	2.67 0.484	2.90* 0.211	0.23 -0.273	0.203 No stat diff
		University Supervisor	2.95 0.158	2.95* 0.158	0.00 0.000	1.000 No stat diff
192 - Music Education: General–Vocal	20	Cooperating Teacher	2.90 0.205	2.95* 0.154	0.05 -0.051	0.389 No stat diff
		University Supervisor	2.93 0.183	3.00* 0.000	0.07 -0.183	0.075 No stat diff
206 - Teaching English as a Second Language at the Elementary Level	4	Cooperating Teacher	2.88 0.250	3.00* 0.000	0.12 -0.250	0.356 No stat diff
		University Supervisor	2.25 0.289	2.75* 0.500	0.50 0.145	0.270 No stat diff
207 - Adapted Physical Education	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
236 - Early Childhood: Elementary Level (K-3)	6	Cooperating Teacher	2.84 0.258	3.00* 0.000	0.16 -0.258	0.145 No stat diff
		University Supervisor	2.50 0.516	3.00* 0.000	0.50 -0.516	0.098 No stat diff
237 - Early Childhood: Elementary Level (4-6)	2	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.75 0.385	3.00* 0.000	0.25 -0.385	0.423 No stat diff
243 - Early Childhood: Pre-school Level	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
254 - Visual Arts: Art Education	4	Cooperating Teacher	2.88 0.250	3.00* 0.000	0.12 -0.250	0.356 No stat diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
Total & General Mean: Spring 2018	80	Cooperating Teacher	2.71 0.313	2.93* 0.132	0.22 -0.181	0.006 Stat diff
		University Supervisor	2.76 0.249	2.89* 0.245	0.14 -0.004	0.154 No stat diff

¹¹ Item 12: The Candidate at Completion uses available technology to promote technological assistance, accommodations and differentiated teaching. Item 21: The Candidate at Completion adapts the teaching and learning process to serve students with different needs.

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for all academic terms: Local Assessment Instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors:*

- 16 majors have evaluation for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).
- All majors evaluated (N=80) accomplished the performance standard for InTASC Standard 2 *Learning Differences* in their final evaluation (100%) by the Cooperating Teachers.
- All majors evaluated (N=80) accomplished the performance standard for InTASC Standard 2 *Learning Differences* in their final evaluation (100%) by the University Supervisors.
- The general mean (N=80) reflected significant statistical differences in Cooperating Teachers evaluation when final evaluation was compared with initial evaluation (2.71 ± 0.313 vs 2.93 ± 0.132 , $p = 0.006$).
- The general mean (N=80) reflected no significant statistical differences in University Supervisors evaluation when final evaluation was compared with initial evaluation (2.76 ± 0.249 vs 2.89 ± 0.245 , $p = 0.154$)

Conclusion: For all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019), the 100% of Candidates at Completion evidenced dominion on the InTASC Standard 2 *Learning Differences* as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors.*

Second Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion

Table 20

*Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion*¹²

Term: Spring 2018 Majors	n/N	Mean (Items 3, 13, 14, 15)¹³	Std. Deviation
BA Secondary Education in Mathematics	1	5.00*	0.000
BA Special Education	1	4.50*	0.000
BA Secondary Education in History	1	5.00*	0.000
BA Secondary Education in Spanish	5	4.50*	0.000
BA Teaching English as a Second	2	4.00*	0.707

¹² Satisfaction of Candidates at completion: Performance Standard Expected point average = 4.00 or above in a 5-points scale (80%). [* = Accomplished]

¹³ Item 3: The courses taken promoted the integration of technology for differentiated teaching. Item 13: The curricular contents (knowledge and skills) prepared me to develop the ability in the selection, design and preparation of instructional materials that facilitate the teaching and learning processes of the diversity of students in the classroom. Item 14: The courses taken were useful to train me in the adaptation of the teaching and learning process in order to provide equal conditions to serve students with special needs. Item 15: The learning experiences strengthened in me the ability to address individual differences, adapt daily planning to respond to individual needs and strengths, and develop varied activities that challenge different levels of student thinking.

Term: Spring 2018 Majors		n/N	Mean (Items 3, 13, 14, 15) ¹³	Std. Deviation	
Language at the Secondary Level					
BA Secondary Education in Biology		1	5.00*	0.000	
BA Secondary Education in Social Studies		1	4.75*	0.000	
BA Physical Education at Elementary Level		1	4.25*	0.000	
BM Music Education: Instrumental		3	4.67*	0.382	
BM Music Education: General-Vocal		6	4.46*	0.813	
BA Teaching English as a Second Language at the Elementary Level		1	5.00*	0.000	
BA Adapted Physical Education		N/C			
BA Early Childhood: Elementary Level (K-3)		2	4.00*	1.414	
BA Early Childhood: Elementary Level (4-6)		1	1.75	0.00	
BA Early Childhood: Pre-school Level		N/C			
BA Visual Arts: Art Education		3	3.33*	1.377	
Total/Mean		29	4.29*	0.916	
ANOVA One-Way	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.623	13	0.971	1.338	0.292 No stat diff
Within Groups	10.885	15	0.726		
Total	23.509	28			

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for Spring 2018: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion:*

- A total of 16 majors have Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).
- 15 of 16 majors (N=29) express satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* (93.75%).
- Only Early Childhood: Elementary Level (4-6) major expressed non-satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* (5.56%).
- The general mean (N=29) was 4.29 ± 0.916 (Satisfied with the accomplishment of InTASC Standard 2, homogeneous).
- The general mean (N=29) reflected no significant statistical differences between groups in Spring 2028 evaluations and within groups ($p = 0.292$) in the satisfaction of the Candidates at Completion.

Conclusion: For Spring 2018, the 93.75% of Candidates at Completion express satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* as measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*. Only Early Childhood: Elementary Level (4-6) major expressed non-satisfaction (5.56%).

Term: Fall 2018 Majors		n/N	Mean (Items 3, 13, 14, 15)		Std. Deviation
BA Secondary Education in Mathematics		1	3.75*		0.000
BA Special Education		N/C			
BA Secondary Education in History		N/C			
BA Secondary Education in Spanish		1	5.00*		0.000
BA Teaching English as a Second Language at the Secondary Level		1	5.00*		0.000
BA Secondary Education in Biology		N/C			
BA Secondary Education in Social Studies		N/C			
BA Physical Education at Elementary Level		2	4.13*		0.530
BM Music Education: Instrumental		N/C			
BM Music Education: General-Vocal		4	4.88*		0.250
BA Teaching English as a Second Language at the Elementary Level		1	4.50*		0.000
BA Adapted Physical Education		1	3.75		0.000
BA Early Childhood: Elementary Level (K-3)		1	3.00		0.000
BA Early Childhood: Elementary Level (4-6)		N/C			
BA Early Childhood: Pre-school Level		1	5.00*		0.000
BA Visual Arts: Art Education		1	3.00		0.000
Total/Mean		14	4.34*		0.751
ANOVA One-Way	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.857	9	0.762	6.502	0.044 Stat diff
Within Groups	0.469	4	0.117		
Total	7.326	13			

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for Fall 2018: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion*:

- A total of 12 majors have Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (66.67%).

- 10 of 12 majors (N=14) express satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* (83.33%).
- Adapted Physical Education and Early Childhood: Elementary Level (K-3) majors expressed non-satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* (16.67%).
- The general mean (N=14) was 4.34 ± 0.751 (Satisfied with the accomplishment of InTASC Standard 2, homogeneous).
- The general mean (N=14) reflected significant statistical differences between groups in Spring 2028 evaluations and within groups ($p = 0.044$) in the satisfaction of the Candidates at Completion.

Conclusion: For Fall 2018, the 83.33% of Candidates at Completion express satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* as measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*. Adapted Physical Education and Early Childhood: Elementary Level (K-3) majors expressed non-satisfaction (16.67%).

Term: Spring 2019 Majors	n/N	Mean (Items 3, 13, 14, 15)	Std. Deviation
BA Secondary Education in Mathematics	1	4.00*	0.000
BA Special Education	2	4.63*	0.530
BA Secondary Education in History	N/C		
BA Secondary Education in Spanish	1	4.00*	0.000
BA Teaching English as a Second Language at the Secondary Level	1	4.25*	0.000
BA Secondary Education in Biology	2	4.88*	0.177
BA Secondary Education in Social Studies	N/C		
BA Physical Education at Elementary Level	N/C		
BM Music Education: Instrumental	7	4.14*	0.675
BM Music Education: General-Vocal	3	4.75*	0.433
BA Teaching English as a Second Language at the Elementary Level	1	3.50	0.000
BA Adapted Physical Education	N/C		
BA Early Childhood: Elementary Level (K-3)	3	4.83*	0.144
BA Early Childhood: Elementary Level (4-6)	N/C		
BA Early Childhood: Pre-school Level	N/C		
BA Visual Arts: Art Education	N/C		
Total/Mean	21	4.40*	0.572

Term: Spring 2019 Majors		n/N	Mean (Items 3, 13, 14, 15)		Std. Deviation
ANOVA One-Way	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.098	8	0.387	1.343	0.311 No stat diff
Within Groups	3.461	12	0.288		
Total	6.560	20			

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for Spring 2019: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion:*

- A total of 9 majors have Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (50.00%).
- 8 of 9 majors (N=21) express satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* (88.89%).
- Teaching English as a Second Language at the Elementary Level major expressed non-satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* (11.11%).
- The general mean (N=21) was 4.40 ± 0.572 (Satisfied with the accomplishment of InTASC Standard 2, homogeneous).
- The general mean (N=21) reflected no significant statistical differences between groups in Spring 2028 evaluations and within groups ($p = 0.311$) in the satisfaction of the Candidates at Completion.

Conclusion: For Spring 2019, the 88.89% of Candidates at Completion express satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* as measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*. Teaching English as a Second Language at the Elementary Level major expressed non-satisfaction (11.11%).

Term: Fall 2019 Majors	n/N	Mean (Items 3, 13, 14, 15)	Std. Deviation
BA Secondary Education in Mathematics	N/C		
BA Special Education	1	4.75*	0.000
BA Secondary Education in History	N/C		
BA Secondary Education in Spanish	N/C		
BA Teaching English as a Second Language at the Secondary Level	1	5.00*	0.000
BA Secondary Education in Biology	1	4.25*	0.000
BA Secondary Education in Social Studies	N/C		
BA Physical Education at Elementary Level	1	3.50	0.000
BM Music Education: Instrumental	N/C		
BM Music Education: General-Vocal	6	4.46*	0.534

Term: Fall 2019 Majors		n/N	Mean (Items 3, 13, 14, 15)	Std. Deviation	
BA Teaching English as a Second Language at the Elementary Level		1	4.00*	0.000	
BA Adapted Physical Education		N/C			
BA Early Childhood: Elementary Level (K-3)		N/C			
BA Early Childhood: Elementary Level (4-6)		N/C			
BA Early Childhood: Pre-school Level		1	4.25*	0.000	
BA Visual Arts: Art Education		N/C			
Total/Mean		12	4.38*	0.517	
ANOVA One-Way	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.510	6	0.252	0.882	0.566 No stat diff
Within Groups	1.427	5	0.285		
Total	2.938	11			

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for Fall 2019: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion*:

- A total of 7 majors have Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (38.89%).
- 6 of 7 majors (N=11) express satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* (85.71%).
- Secondary Education in Social Studies major expressed non-satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* (14.29%).
- The general mean (N=21) was 4.38 ± 0.517 (Satisfied with the accomplishment of InTASC Standard 2, homogeneous).
- The general mean (N=11) reflected no significant statistical differences between groups in Spring 2028 evaluations and within groups ($p = 0.566$) in the satisfaction of the Candidates at Completion.

Conclusion: For Fall 2019, the 85.71% of Candidates at Completion express satisfaction with the accomplishment of InTASC Standard 2 *Learning Differences* as measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*. Secondary Education in Social Studies major expressed non-satisfaction (14.29%).

Third Local Assessment Instrument: PD-14 Disposition of Candidates at Completion as evaluated by Cooperating Teachers and University Supervisors

Table 21

Local Assessment Instrument: PD-14 Dispositions of Candidates at Completion by Cooperating Teachers and University Supervisors¹⁴

Items ¹⁵	Terms	N/n	Cooperating Teachers		University Supervisors	
			Mean	Std. Deviation	Mean	Std. Deviation
6	BA Secondary Education in Mathematics	3	5.00*	0.000	5.00*	0.000
	BA Special Education	5	4.60*	0.548	5.00	0.000
	BA Secondary Education in History	1	5.00*	0.000	4.00*	0.000
	BA Secondary Education in Spanish	7	4.86*	0.378	4.86*	0.378
	BA Teaching English as a Second Language at the Secondary Level	5	5.00*	0.000	4.80*	0.447
	BA Secondary Education in Biology	3	4.67*	0.577	4.75*	0.500
	BA Secondary Education in Social Studies	1	4.00*	0.000	4.00*	0.000
	BA Physical Education at Elementary Level	4	5.00*	0.000	5.00*	0.000
	BM Music Education: Instrumental	10	4.80*	0.422	4.86*	0.378
	BM Music Education: General-Vocal	20	4.90*	0.308	4.89*	0.333
	BA Teaching English as a Second Language at the Elementary Level	4	4.50*	0.577	5.00*	0.000
	BA Adapted Physical Education	1	5.00*	0.000	5.00*	0.000

¹⁴ PD-14: Expected point average (total points= 100) of 80% (“B”) or 4.00 points of above in a 5-points scale. [* Accomplished]

¹⁵ Item 6: The Candidate at Completion Models flexibility in his/her behavior. Item 11: The Candidate at Completion demonstrates interest in understanding the cultural diversity represented in his-her student population. Item 12: The Candidate at Completion demonstrates intellectual curiosity and interest in diversifying knowledge. Item 15: The Candidate at Completion Demonstrates interest in understanding the cultural diversity represented in its student population. Item 18: The Candidate at Completion shows respect for the diversity of his/her students. Item 19: The Candidate at Completion evidences knowledge about the interests and sociocultural background of his/her students.

Items ¹⁵	Terms	N/n	Cooperating Teachers		University Supervisors	
			Mean	Std. Deviation	Mean	Std. Deviation
	BA Early Childhood: Elementary Level (K-3)	6	5.00*	0.000	5.00*	00.000
	BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Pre-school Level	3	5.00*	0.000	5.00*	0.000
	BA Visual Arts: Art Education	4	5.00*	0.000	4.75*	0.500
	Total/Mean	79	4.86*	0.348	4.88*	0.331
11	BA Secondary Education in Mathematics	3	5.00*	0.000	5.00*	0.000
	BA Special Education	5	4.80*	0.447	4.80*	0.447
	BA Secondary Education in History	1	5.00*	0.000	5.00*	0.000
	BA Secondary Education in Spanish	7	4.71*	0.488	4.71*	0.488
	BA Teaching English as a Second Language at the Secondary Level	5	4.80*	0.447	4.60*	0.548
	BA Secondary Education in Biology	3	4.67*	0.577	4.75*	0.500
	BA Secondary Education in Social Studies	1	4.00*	0.000	4.00*	0.000
	BA Physical Education at Elementary Level	4	5.00*	0.000	5.00*	0.000
	BM Music Education: Instrumental	10	4.90*	0.316	4.71*	0.756
	BM Music Education: General-Vocal	20	4.95*	0.224	5.00*	0.000
	BA Teaching English as a Second Language at the Elementary Level	4	4.50*	0.577	4.50*	0.577
	BA Adapted Physical Education	1	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Elementary Level (K-3)	6	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Pre-school Level	3	5.00*	0.000	5.00*	0.000
	BA Visual Arts: Art Education	4	5.00*	0.000	5.00*	0.000
	Total/Mean	79	4.87*	0.335	4.83*	0.417

Items ¹⁵	Terms	N/n	Cooperating Teachers		University Supervisors	
			Mean	Std. Deviation	Mean	Std. Deviation
12	BA Secondary Education in Mathematics	3	5.00*	0.000	5.00*	0.000
	BA Special Education	5	4.80*	0.447	4.80*	0.447
	BA Secondary Education in History	1	5.00*	0.000	5.00*	0.000
	BA Secondary Education in Spanish	7	4.86*	0.378	4.57*	0.535
	BA Teaching English as a Second Language at the Secondary Level	5	4.40*	0.548	4.80*	0.447
	BA Secondary Education in Biology	3	4.33*	1.155	4.75*	0.500
	BA Secondary Education in Social Studies	1	5.00*	0.000	5.00*	0.000
	BA Physical Education at Elementary Level	4	5.00*	0.000	5.00*	0.000
	BM Music Education: Instrumental	10	4.90*	0.316	4.86*	0.378
	BM Music Education: General-Vocal	20	4.95*	0.224	4.89*	0.333
	BA Teaching English as a Second Language at the Elementary Level	4	4.50*	0.577	4.75*	0.500
	BA Adapted Physical Education	1	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Elementary Level (K-3)	6	4.83*	0.408	5.00*	0.000
	BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Pre-school Level	3	5.00*	0.000	5.00*	0.000
	BA Visual Arts: Art Education	4	5.00*	0.000	5.00*	0.000
Total/Mean	79	4.85*	0.395	4.86*	0.348	
15	BA Secondary Education in Mathematics	3	4.67*	0.577	5.00*	0.000
	BA Special Education	5	5.00*	0.000	4.80*	0.447
	BA Secondary Education in History	1	5.00*	0.000	5.00*	0.000
	BA Secondary Education in Spanish	7	4.86*	0.378	4.86*	0.378

Items ¹⁵	Terms	N/n	Cooperating Teachers		University Supervisors	
			Mean	Std. Deviation	Mean	Std. Deviation
	BA Teaching English as a Second Language at the Secondary Level	5	4.60*	0.548	4.80*	0.447
	BA Secondary Education in Biology	3	4.67*	0.577	4.75*	0.500
	BA Secondary Education in Social Studies	1	4.00*	0.000	4.00*	0.000
	BA Physical Education at Elementary Level	4	5.00*	0.000	5.00*	0.000
	BM Music Education: Instrumental	10	4.90*	0.316	5.00*	0.000
	BM Music Education: General-Vocal	20	4.95*	0.224	5.00*	0.000
	BA Teaching English as a Second Language at the Elementary Level	4	4.75*	0.500	4.75*	0.500
	BA Adapted Physical Education	1	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Elementary Level (K-3)	6	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000	4.50*	0.707
	BA Early Childhood: Pre-school Level	3	5.00*	0.000	5.00*	0.000
	BA Visual Arts: Art Education	4	5.00*	0.000	5.00*	0.000
	Total/Mean	79	4.89*	0.320	4.89*	0.312
18	BA Secondary Education in Mathematics	3	5.00*	0.000	5.00*	.000
	BA Special Education	5	5.00*	0.000	5.00*	.000
	BA Secondary Education in History	1	5.00*	0.000	5.00*	.
	BA Secondary Education in Spanish	7	5.00*	0.000	4.83*	.408
	BA Teaching English as a Second Language at the Secondary Level	5	5.00*	0.000	5.00*	.000
	BA Secondary Education in Biology	3	5.00*	0.000	4.75*	.500
	BA Secondary Education in Social Studies	1	5.00*	0.000	5.00*	0.000
	BA Physical Education at Elementary Level	4	5.00*	0.000	5.00*	0.000

Items ¹⁵	Terms	N/n	Cooperating Teachers		University Supervisors	
			Mean	Std. Deviation	Mean	Std. Deviation
	BM Music Education: Instrumental	10	5.00*	0.000	5.00*	0.000
	BM Music Education: General-Vocal	20	5.00*	0.000	5.00*	0.000
	BA Teaching English as a Second Language at the Elementary Level	4	4.75*	0.500	4.75*	0.500
	BA Adapted Physical Education	1	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Elementary Level (K-3)	6	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Pre-school Level	3	5.00*	0.000	5.00*	0.000
	BA Visual Arts: Art Education	4	5.00*	0.000	5.00*	0.000
	Total/Mean	79	4.99*	0.113	4.95*	0.213
19	BA Secondary Education in Mathematics	3	5.00*	0.000	5.00*	0.000
	BA Special Education	5	5.00*	0.000	5.00*	0.000
	BA Secondary Education in History	1	5.00*	0.000	4.00*	0.000
	BA Secondary Education in Spanish	7	5.00*	0.000	4.67*	0.516
	BA Teaching English as a Second Language at the Secondary Level	5	4.80*	0.447	5.00*	0.000
	BA Secondary Education in Biology	3	4.67*	0.577	4.75*	0.500
	BA Secondary Education in Social Studies	1	4.00*	0.000	4.00*	0.000
	BA Physical Education at Elementary Level	4	5.00*	0.000	5.00*	0.000
	BM Music Education: Instrumental	10	5.00*	0.000	5.00*	0.000
	BM Music Education: General-Vocal	20	4.95	0.224	4.89*	0.333
	BA Teaching English as a Second Language at the Elementary Level	4	4.50	0.577	4.50*	0.577
	BA Adapted Physical Education	1	5.00*	0.000	5.00*	0.000

Items ¹⁵	Terms	N/n	Cooperating Teachers		University Supervisors	
			Mean	Std. Deviation	Mean	Std. Deviation
	BA Early Childhood: Elementary Level (K-3)	6	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000	5.00*	0.000
	BA Early Childhood: Pre-school Level	3	5.00*	0.000	5.00*	0.000
	BA Visual Arts: Art Education	4	5.00*	0.000	5.00*	0.000
	Total/Mean	79	4.92	0.267	4.88	0.333
	ANOVA One-Way Cooperative Teacher	Sum of Squares	df	Mean Square	F	Sig.
6	Between Groups	0.111	3	0.037	0.296	0.828 No stat diff
	Within Groups	9.358	75	0.125		
	Total	9.468	78			
11	Between Groups	0.149	3	0.050	0.435	0.729 No stat diff
	Within Groups	8.585	75	0.114		
	Total	8.734	78			
12	Between Groups	0.136	3	0.045	0.283	0.838 No stat diff
	Within Groups	12.041	75	0.161		
	Total	12.177	78			
15	Between Groups	0.487	3	0.162	1.625	0.191 No stat diff
	Within Groups	7.488	75	0.100		
	Total	7.975	78			
18	Between Groups	0.054	3	0.018	1.447	0.236 No stat diff
	Within Groups	0.933	75	0.012		
	Total	0.987	78			
19	Between Groups	0.009	3	0.003	0.043	0.988 No stat diff
	Within Groups	5.535	75	0.074		
	Total	5.544	78			

Items ¹⁵	Terms	N/n	Cooperating Teachers		University Supervisors	
			Mean	Std. Deviation	Mean	Std. Deviation
	ANOVA University Supervisor	Sum of Squares	df	Mean Square	F	Sig.
6	Between Groups	0.938	3	0.313	3.137	0.032 Stat diff
	Within Groups	6.078	61	0.100		
	Total	7.015	64			
11	Between Groups	0.801	3	0.267	1.576	0.204 No stat diff
	Within Groups	10.337	61	0.169		
	Total	11.138	64			
12	Between Groups	1.172	3	0.391	3.622	0.018 Stat diff
	Within Groups	6.581	61	0.108		
	Total	7.754	64			
15	Between Groups	.927	3	0.309	3.543	0.020 Stat diff
	Within Groups	5.319	61	0.087		
	Total	6.246	64			
18	Between Groups	.217	3	0.072	1.643	0.189 No stat diff
	Within Groups	2.642	60	0.044		
	Total	2.859	63			
19	Between Groups	.942	3	0.314	3.111	0.033 Stat diff
	Within Groups	6.058	60	0.101		
	Total	7.000	63			

Analysis for all academic terms: Local Assessment Instrument *PD-10 Evaluation of Candidates at completion's Disposition by Cooperating Teachers and University Supervisors:*

- 16 majors have evaluation for Candidates at Completion's disposition enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).
- All majors evaluated (N=79) accomplished the performance standard for InTASC Standard 2 *Learning Differences* in their dispositions (100%) by the Cooperating Teachers.
- All majors evaluated (N=79) accomplished the performance standard for InTASC Standard 2 *Learning Differences* in their dispositions (100%) by the University Supervisors.
- The means (N=79) reflected no significant statistical differences in Cooperating Teachers evaluation between and within groups in all items.
- The general mean (N=79) reflected no significant statistical differences in University Supervisors evaluation between and within groups in items 11 and 18.

Conclusion: For all academic terms, the 100% of Candidates at Completion evidenced accomplishment of InTASC Standard 2 *Learning Differences* as measured by local Assessment instrument *PD-10 Evaluation of Candidates at completion's Disposition by Cooperating Teachers and University Supervisors*.

Standard #3: Learning Environments

The InTASC's standard # 3 *Learning Environments* was measured in four academic terms with five local Assessment instruments.

First Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors

Table 22

*Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*¹⁶

Term & Majors	n/N	Evaluators	Items: 10, 11, 13, 14, 15 & 23 ¹⁷			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test (p<0.05)
ALL TERMS						
128 - Secondary Education in Mathematics	3	Cooperating Teacher	2.89 0.231	3.00* 0.000	0.11 -0.231	0.374 No sig diff
		University Supervisor	2.83 0.192	3.00* 0.000	0.17 -0.92	0.245 No sig diff
136 - Special Education	5	Cooperating Teacher	2.50 0.637	2.93* 0.224	0.43 -0.413	0.222 No sig diff
		University Supervisor	2.64 0.441	2.80* 0.389	0.16 -0.052	0.116 No sig diff
144 - Secondary Education in History	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
145 - Secondary Education in Spanish	7	Cooperating Teacher	2.93 0.189	2.91* 0.906	-0.02 0.717	0.888 No sig diff
		University Supervisor	2.76 0.429	2.98* 0.063	0.22 -0.366	0.235 No sig diff
147 - Teaching English as a Second Language at the Secondary Level	5	Cooperating Teacher	2.70 0.180	2.93* 0.149	0.23 -0.231	0.456 No sig diff
		University Supervisor	2.57 0.498	2.77* 0.349	0.20 -0.149	0.510 No sig diff

¹⁶ Evaluation of Candidates at completion: Performance Standard for PD-1R to PD-6R = 2.40 or above from a 3-point scale (Adequate). [* = Accomplished]

¹⁷ Item 10: Design learning experiences integrating programs, technological equipment and links available from the web according to the subject taught. Item 11: Uses available technology to promote information search and presentation skills for their students according to the subject they teach.

Uses available technology to promote information search and presentation skills for their students according to the subject they teach. Item 13: Maintains an environment of respect that promotes positive social interactions in the classroom. Item 14: Facilitates an environment that promotes student attention and motivation in the classroom. Item 15: Learning activities promote the active participation and collaboration of the student in his learning. Item 23: Asks questions that encourage your students to think critically and reflectively.

Term & Majors	n/N	Evaluators	Items: 10, 11, 13, 14, 15 & 23 ¹⁷			
ALL TERMS			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
174 - Secondary Education in Biology	4	Cooperating Teacher	2.67 0.228	2.75* 0.180	0.08 -0.048	1.068 No sig diff
		University Supervisor	2.71 0.442	2.88* 0.250	0.17 -0.192	0.605 No sig diff
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				
177 – Secondary Education in Social Studies	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
178 - Physical Education at the Elementary Level	4	Cooperating Teacher	2.75 0.167	2.83* 0.096	0.08 -0.071	0.537 No sig diff
		University Supervisor	2.71 0.180	3.00* 0.000	0.29 -0.180	0.245 No sig diff
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				
191 - Music Education: Instrumental	10	Cooperating Teacher	2.73 0.458	2.95* 0.050	0.22 -0.408	0.263 No sig diff
		University Supervisor	2.65 0.618	2.77* 0.130	0.12 /0.488	0.670 No sig diff
192 - Music Education: General–Vocal	20	Cooperating Teacher	2.85 0.290	2.95* 0.177	0.10 -0.013	0.290 No sig diff
		University Supervisor	2.69 0.413	2.83* 0.318	0.14 -0.095	0.343 No sig diff
206 - Teaching English as a Second Language at the Elementary Level	4	Cooperating Teacher	2.83 0.263	2.92* 0.167	0.09 -0.096	0.462 No sig diff
		University Supervisor	2.46 0.455	2.75* 0.430	0.29 -0.025	0.492 No sig diff
207 - Adapted Physical Education	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
236 - Early Childhood: Elementary Level (K-3)	6	Cooperating Teacher	2.75 0.399	3.00* 0.000	0.25 -0.399	0.170 No sig diff
		University Supervisor	2.83 0.222	3.00* 0.000	0.17 -0.222	0.234 No sig diff
237 - Early Childhood: Elementary Level (4-6)	2	Cooperating Teacher	2.58 0.589	2.83* 0.236	0.25 =0.353	0.545 No sig diff
		University Supervisor	2.75 0.083	2.75* 0.083	0.00 0.000	1.000 No sig diff
243 - Early Childhood: Pre-school Level	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
254 - Visual Arts: Art Education	4	Cooperating Teacher	2.76 0.430	3.00* 0.000	0.24 -0.430	0.312 No sig diff
		University Supervisor	2.88 0.900	3.00* 0.000	0.12 -0.900	0.245 No sig diff

All Majors by Term	N	Evaluators	Items: 10, 11, 13, 14, 15 & 23			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Spring 2018	80	Cooperating Teacher	2.79 0.419	2.96* 0.142	0.17 -0.277	0.066 No sig diff
		University Supervisor	2.71 0.510	2.87* 0.327	0.16 -0.183	0.191 No sig diff
Fall 2018	80	Cooperating Teacher	2.82 0.366	2.92* 0.214	0.10 -0.152	0.401 No sig diff
		University Supervisor	2.78 0.347	2.97* 0.022	0.19 -0.325	0.096 No sig diff
Spring 2019	80	Cooperating Teacher	2.81 0.384	2.92* 0.055	0.11 -0.329	0.361 No sig diff
		University Supervisor	2.72 0.463	2.86* 0.275	0.14 -0.188	0.410 No sig diff
Fall 2019	80	Cooperating Teacher	2.70 0.505	2.90* 0.310	0.20 -0.194	0.343 No sig diff
		University Supervisor	2.94 0.419	2.73* 0.380	0.09 -0.039	0.321 No sig diff
In general	80	Cooperating Teacher	2.78 0.419	2.93* 0.180	0.15 -0.239	0.293 No sig diff
		University Supervisor	2.79 0.435	2.86* 0.251	0.07 -0.184	0.255 No sig diff

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors:*

- 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 3 *Learning Environment* in their final evaluation (100%) by the Cooperating Teachers, and by University Supervisors.
- The general mean (N=80) reflected no significant statistical differences in Cooperating Teachers evaluation when final evaluation was compared with initial evaluation (2.93 ± 0.180 vs 2.78 ± 0.419 , $p = 0.293$).
- The general mean (N=80) reflected no significant statistical differences in University Supervisors evaluation when final evaluation was compared with initial evaluation (2.86 ± 0.251 vs 2.79 ± 0.357 , $p = 0.435$)

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 3 *Learning Environment* in their final evaluation by the Cooperating Teachers and the University Supervisors as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors.*

Second Local Assessment Instrument: PD-7 Rubric for Portfolio of Candidates at completion in the clinical course (Evaluation by University Supervisors)

Table 23

*Local Assessment Instrument: PD-7 Portfolio Rubric by University Supervisors*¹⁸

All terms, Major		n/N	Mean (Item 3b ¹⁹)	Std. Deviation	
BA Secondary Education in Mathematics		3	4.00*	0.000	
BA Special Education		5	4.00*	0.000	
BA Secondary Education in History		1	4.00*	0.000	
BA Secondary Education in Spanish		7	4.00*	0.000	
BA Teaching English as a Second Language at the Secondary Level		5	4.00*	0.000	
BA Secondary Education in Biology		4	4.00*	0.000	
BA Secondary Education in Social Studies		1	4.00*	0.000	
BA Physical Education at Elementary Level		4	3.75*	0.500	
BM Music Education: Instrumental		10	4.00*	0.000	
BM Music Education: General-Vocal		20	4.00*	0.000	
BA Teaching English as a Second Language at the Elementary Level		4	4.00*	0.000	
BA Adapted Physical Education		1	4.00*	0.000	
BA Early Childhood: Elementary Level (K-3)		6	3.50*	0.837	
BA Early Childhood: Elementary Level (4-6)		2	4.00*	0.000	
BA Early Childhood: Pre-school Level		3	4.00*	0.000	
BA Visual Arts: Art Education		4	4.00*	0.000	
Total/Mean		80	3.95*	0.271	
ANOVA One-Way	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.550	15	.103	1.556	0.112 No sig diff
Within Groups	4.250	64	.066		
Total	5.800	79			
Terms, All Majors		N	Mean	Std. Deviation	
January to May 2018 (Spring 2018)		30	3.97*	0.183	
August to December 2018 (Fall 2018)		15	3.93*	0.258	
January to May 2019 (Spring 2019)		22	3.91*	0.426	

¹⁸ Portfolio Rubric: Performance Standard = 2.50 or above from a 4-point scale (Adequate). [* = Accomplished]

¹⁹ Item 3b: The Candidate at Completion uses high technology (with evidence) in his/her daily planning.

Terms, All majors				N	Mean	Std. Deviation
August to December 2019 (Fall 2019)				13	4.00*	0.000
Total/Mean				80	3.95	0.271
ANOVA One-Way	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	.082	3	.027	.362	0.780 No sig diff	
Within Groups	5.718	76	.075			
Total	5.800	79				

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-7 Portfolio Rubric by University Supervisors*:

- 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 3 *Learning Environment* in their final evaluation (100%) by University Supervisors.
- The general mean (N=80) reflected no significant statistical differences in University Supervisors evaluations between and within majors and between and within terms.

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 3 *Learning Environment* according to the University Supervisors as measured by local Assessment instrument *PD-7 Portfolio Rubric by University Supervisors*.

Third Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course

Table 24

*Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course*²⁰

Majors	n/N	Mean (Item 4 & 9) ²¹	Std. Deviation
BA Secondary Education in Mathematics	3	2.00	0.577
BA Special Education	5	2.50*	0.642
BA Secondary Education in History	1	3.00*	0.000
BA Secondary Education in Spanish	7	2.71*	0.220

²⁰ Academic Project of Candidates at completion in the clinical course: Performance Standard = 2.40 or above in a 3-point scale (“B”). [* = Accomplished]

²¹ Item 4: The Candidate at Completion justifies and clearly establishes the reasons why the project is warranted. Item 9: The Candidate at Completion presents the reflections (at the beginning, in the middle and at the end) of his students and his on the effect of the project (fulfillment of expectations).

Majors	n/N	Mean (Item 4 & 9)²¹	Std. Deviation
BA Teaching English as a Second Language at the Secondary Level	5	2.40*	0.548
BA Secondary Education in Biology	4	2.75*	0.500
BA Secondary Education in Social Studies	1	1.50	0.000
BA Physical Education at Elementary Level	4	2.63*	0.539
BM Music Education: Instrumental	10	2.70*	0.583
BM Music Education: General-Vocal	20	2.85*	0.572
BA Teaching English as a Second Language at the Elementary Level	4	2.25	0.866
BA Adapted Physical Education	1	3.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	2.25	0.900
BA Early Childhood: Elementary Level (4-6)	2	2.84*	0.707
BA Early Childhood: Pre-school Level	3	2.84*	0.289
BA Visual Arts: Art Education	4	2.50*	0.577
Total/Mean	80	2.61	0.690
Academic Terms	n/N	Mean (Item 4 & 9)	Std. Deviation
January to May 2018 (Spring 2018)	15	2.60*	0.662
August to December 2018 (Fall 2018)	22	2.46*	0.805
January to May 2019 (Spring 2019)	13	2.74*	0.669
August to December 2019 (Fall 2019)	30	2.67*	0.602
Total/Mean	80	2.61*	0.690
ANOVA One-Way			Sig.
Between Groups			0.594
Within Groups			No stat diff

General analysis: Local Assessment Instrument *PD-8R Academic Project of Candidates at completion in the clinical course:*

- A total of 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP and were evaluated by their University Supervisors (88.89%).
- 12 of 16 majors evaluated (N=80) accomplished the performance standard for InTASC Standard 3 *Learning Environment* in their Academic Project (75.00%).
- BA Secondary Education in Mathematics (n=3), BA Secondary Education in Social Studies (n=1), BA Teaching English as a Second Language at the Elementary Level (n=4), and BA Early Childhood: Elementary Level (K-3) majors did not accomplish the Items 4 and 9 from the Academic Project.
- The general mean (N=80) was 2.61 ± 0.690 (Accomplishment, homogeneous).
- The general mean (N=80) reflected no significant statistical differences between and within academic terms ($p=0.594$) and between and within majors ($p = 0.183$)

Conclusion: The 75.00% of majors accomplished the performance standard for InTASC Standard 3 *Learning Environment* according to the University Supervisors as measured by local Assessment instrument *PD-8R Academic Project of Candidates at completion in the clinical course*. No significant statistical differences were between and within academic terms and within majors.

Fourth Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion

Table 25

*Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion*²²

All Terms, Majors	n/N	Mean (Items 8, 9, 16, 17, 18 & 19) ²³	Std. Deviation
BA Secondary Education in Mathematics	3	5.00*	0.000
BA Special Education	5	4.83*	0.315
BA Secondary Education in History	1	5.00*	0.000
BA Secondary Education in Spanish	7	4.48*	0.730
BA Teaching English as a Second Language at the Secondary Level	5	4.43*	0.733

²² Satisfaction of Candidates at completion: Performance Standard Expected point average = 4.00 or above in a 5-points scale (80%). [* = Accomplished]

²³ Item 8: In the courses taken, the integration and use of technology was promoted. 9: The courses taken promoted the implementation of research in the classroom. 16: The curricular contents comply with training me for my own mastery in difficult situations, handling them and looking for adequate solutions to solve them. Item 17: The courses designed in the Program enabled me to properly use techniques for managing behavior in the classroom. 18: The learning experiences were useful for training me in the distribution of class time and carrying out the scheduled activities. 19: The contents of the courses meet the expectation of training me to establish clear and precise communication that promotes appropriate behavior in the classroom.

All Terms, Majors	n/N	Mean (Items 8, 9, 16, 17, 18 & 19) ²³	Std. Deviation
BA Secondary Education in Biology	4	3.88	1.247
BA Secondary Education in Social Studies	1	2.66	0.000
BA Physical Education at Elementary Level	4	4.71*	0.442
BM Music Education: Instrumental	10	3.20	1.258
BM Music Education: General-Vocal	19	4.19*	1.108
BA Teaching English as a Second Language at the Elementary Level	2	3.58	0.589
BA Adapted Physical Education	1	4.83*	0.000
BA Early Childhood: Elementary Level (K-3)	6	4.75*	0.442
BA Early Childhood: Elementary Level (4-6)	2	4.75*	0.354
BA Early Childhood: Pre-school Level	2	5.00*	0.000
BA Visual Arts: Art Education	4	4.58*	0.412
Total/Mean	76	4.27*	1.053
ANOVA One-Way			Sig.
Between Groups			0.134
Within Groups			No stat diff
Academic Terms, All Majors	n/N	Mean (Items 8, 9, 16, 17, 18 & 19)	Std. Deviation
January to May 2018 (Spring 2018)	28	3.13*	1.126
August to December 2018 (Fall 2018)	14	4.61*	0.549
January to May 2019 (Spring 2019)	21	4.10*	1.149
August to December 2019 (Fall 2019)	13	4.50*	1.020
Total/Mean	76	4.27*	1.053
ANOVA One-Way			Sig.
Between Groups			0.320
Within Groups			No stat diff

General analysis: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion:*

- 16 of 18 majors have answered the Satisfaction Survey as Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- 12 of 15 majors (N=76) express satisfaction with the accomplishment of InTASC Standard 3 *Learning Environment* (80.00%).
- Only one student BA Secondary Education in Biology (n=4), BA Secondary Education in Social Studies (n=1), BM Music Education: Instrumental (n=10), and BA Teaching English as a Second Language at the Elementary Level (n=2) expressed non-satisfaction in the Items 8, 9, 16, 17, 18 and 19 from the Satisfaction Survey.
- The general mean (N=76) was 4.27 ± 1.053 (Satisfied with the accomplishment of InTASC Standard 3, heterogeneous).
- The general mean (N=76) reflected no significant statistical differences between and within academic terms ($p = 0.320$), and between and within majors ($p = 0.134$) in the satisfaction of the Candidates at Completion.

Conclusion: The 86.00% of majors express satisfaction with the accomplishment of InTASC Standard 3 *Learning Environment* as measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*. No significant statistical differences were between and within academic terms and within majors.

Fifth Local Assessment Instrument: PD-14 Disposition of Candidates at Completion as evaluated by Cooperating Teachers and University Supervisors

Table 26

*Local Assessment Instrument: PD-14 Dispositions of Candidates at Completion by Cooperating Teachers and University Supervisors*²⁴

All Terms, Majors (Items 1, 2, 4, 19, 17 & 20 ²⁵)	N/n	Cooperating Teachers		University Supervisors	
		Mean	Std. Deviation	Mean	Std. Deviation
BA Secondary Education in Mathematics	3	5.00*	0.000	5.00*	0.000
BA Special Education	5	4.93*	0.149	5.00*	0.000
BA Secondary Education in History`	1	5.00*	0.00	4.83*	0.000

²⁴ PD-14: Expected point average (total points= 100) of 80% (“B”) or 4.00 points of above in a 5-points scale. [* Accomplished]

²⁵ Item 1: The Candidate at Completion facilitates activity-oriented communication. Item 2: The Candidate at Completion demonstrates sensitivity to listen to students. Item 4: The Candidate at Completion contributes to a positive climate. Item 16: The Candidate at Completion demonstrates interest, concern and sensitivity towards himself/herself and others. Item 17: The Candidate at Completion encourages and assists others to help them solve problems. Item 20: The Candidate at Completion demonstrates in his/her behavior and with his/her attitudes, tact and sense of judgment towards relationships with their students.

All Terms, Majors (Items 1, 2, 4, 19, 17 & 20 ²⁵)	N/n	Cooperating Teachers		University Supervisors	
		Mean	Std. Deviation	Mean	Std. Deviation
BA Secondary Education in Spanish	7	4.93*	0.189	4.82*	0.362
BA Teaching English as a Second Language at the Secondary Level	5	4.97*	0.075	4.96*	0.075
BA Secondary Education in Biology	3	4.79*	0.385	4.83*	0.333
BA Secondary Education in Social Studies	1	5.00*	0.000	5.00*	0.000
BA Physical Education at Elementary Level	4	4.96*	0.083	5.00*	0.000
BM Music Education: Instrumental	10	4.88*	0.228	4.93*	0.189
BM Music Education: General-Vocal	20	4.87*	0.246	4.93*	0.226
BA Teaching English as a Second Language at the Elementary Level	4	4.75*	0.359	4.83*	0.263
BA Adapted Physical Education	1	5.00*	0.000	5.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	4.94*	0.136	4.92*	0.118
BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000	5.00*	0.000
BA Early Childhood: Pre-school Level	3	5.00*	0.000	5.00*	0.000
BA Visual Arts: Art Education	4	5.00*	0.000	5.00*	0.000
Total/Mean	79	4.93*	0.252	4.94*	0.240
ANOVA One-Way Cooperative Teacher (Items 1, 2, 4, 19, 17 & 20)					Sig.
Between Groups					0.571
Within Groups					No stat diff
ANOVA One-Way University Supervisor (Items 1, 2, 4, 19, 17 & 20)					Sig.
Between Groups					0.585
Within Groups					No stat diff

Academic Terms, All Majors (Items 1, 2, 4, 19, 17 & 20)	n/N	Cooperative Teacher Mean and SD	University Supervisor Mean and SD
January to May 2018 (Spring 2018)	30	4.95* 0.216	4.91* 0.257
August to December 2018 (Fall 2018)	15	4.08* 0.257	4.98* 0.527
January to May 2019 (Spring 2019)	22	4.94* 0.212	4.98* 0.108
August to December 2019 (Fall 2019)	12	4.89* 0.287	4.91* 0.257
Total/Mean	79	4.93* 0.252	4.94* 0.240
ANOVA One-Way		Sig.	Sig.
Between Groups		0.583 No stat diff	0.289 No stat diff
Within Groups			

Analysis for all academic terms: Local Assessment Instrument *PD-10 Evaluation of Candidates at completion's Disposition by Cooperating Teachers and University Supervisors:*

- 16 of 18 majors have evaluation for Candidates at Completion's disposition enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- All majors evaluated (N=79) accomplished the performance standard for InTASC Standard 3 *Learning Environment* in their dispositions (100%) by the Cooperating Teachers.
- All majors evaluated (N=79) accomplished the performance standard for InTASC Standard 3 *Learning Environment* in their dispositions (100%) by the University Supervisors.
- The means (N=79, mean = 4.93±0.252) reflected no significant statistical differences in Cooperating Teachers evaluation between and within terms and between and within majors in all items ($p=0.583$).
- The general mean (N=79, mean = 4.93±0.240) reflected no significant statistical differences in University Supervisors evaluation between and within terms and between and within majors in all items ($p=0.289$).

Conclusion: All majors accomplished the performance standard for InTASC Standard 3 *Learning Environment* in their dispositions as measured by Cooperative Teachers and University Supervisors through local Assessment instrument *PD-10 Evaluation of Candidates at completion's Disposition by Cooperating Teachers and University Supervisors*. No significant statistical differences were between and within academic terms and within majors.

InTASC: Content

The InTASC's standard # 4 *Content Knowledge* was measured in the academic terms with three local Assessment instruments.

First Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors

Table 27

*Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*²⁶

Term & Majors	n/N	Evaluators	Items: 1 & 3 ²⁷			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
128 - Secondary Education in Mathematics	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
136 - Special Education	5	Cooperating Teacher	2.70 0.498	3.00* 0.000	0.30 -0.498	0.347 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
144 - Secondary Education in History	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
145 - Secondary Education in Spanish	7	Cooperating Teacher	2.64 0.512	3.00* 0.000	0.36 -0.512	0.101 No sig diff
		University Supervisor	2.86 0.244	3.00* 0.000	0.14 -0.244	0.147 No sig diff
147 - Teaching English as a Second Language at the Secondary Level	5	Cooperating Teacher	2.40 0.721	2.90* 0.224	0.50 -0.493	0.219 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
174 - Secondary Education in Biology	4	Cooperating Teacher	2.63 0.539	2.75* 0.289	0.122 -0.250	0.678 No sig diff
		University Supervisor	2.88 0.250	3.00* 0.000	0.12 -0.250	0.356 No sig diff
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				
177 – Secondary Education in Social Studies	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A

²⁶ Evaluation of Candidates at completion: Performance Standard for PD-1R to PD-6R = 2.40 or above from a 3-point scale (Adequate). [* = Accomplished]

²⁷ Item 1: The Candidate at Completion designs and implements the development of the class according to the contents and expectations of the subject taught. Item 3: The Candidate at Completion designs and implements clear, relevant and specific learning experiences, according to the content he/she teaches.

Term & Majors	n/N	Evaluators	Items: 1 & 3			
ALL TERMS			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
178 - Physical Education at the Elementary Level	4	Cooperating Teacher	2.88 0.250	3.00* 0.000	0.12 -0.250	0.356 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				
191 - Music Education: Instrumental	10	Cooperating Teacher	2.84 0.387	2.95* 0.158	0.11 -0.229	0.399 No sig diff
		University Supervisor	2.55 0.612	2.55* 0.683	0.00 0.071	1.000 No sig diff
192 - Music Education: General-Vocal	20	Cooperating Teacher	2.73 0.457	3.00* 0.000	0.27 -0.457	0.012 Sig diff
		University Supervisor	2.73 0.457	2.98* 0.112	0.25 -0.345	0.027 Sig diff
206 - Teaching English as a Second Language at the Elementary Level	4	Cooperating Teacher	2.63 0.539	2.75* 0.500	0.12 -0.039	0.769 No sig diff
		University Supervisor	2.75 0.500	3.00* 0.000	0.25 -0.500	0.356 No sig diff
207 - Adapted Physical Education	1	Cooperating Teacher				
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
236 - Early Childhood: Elementary Level (K-3)	6	Cooperating Teacher	2.67 0.510	3.00* 0.000	0.33 -0.510	0.146 No sig diff
		University Supervisor	2.92 0.204	3.00* 0.000	0.08 -0.204	0.341 No sig diff
237 - Early Childhood: Elementary Level (4-6)	2	Cooperating Teacher	2.75 0.354	2.75* 0.354	0.00 0.000	1.000 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
243 - Early Childhood: Pre-school Level	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
254 - Visual Arts: Art Education	4	Cooperating Teacher	2.50 0.577	3.00* 0.000	0.50 -0.577	0.134 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
Total & General Mean: All Terms, by Major	79	Cooperating Teacher	2.76 0.184	2.98* 0.283	0.22 0.079	0.277 No sig diff
		University Supervisor	2.82 0.310	2.94* 0.194	0.12 -0.116	0.382 No sta diff

All Majors by Term	N	Evaluators	Items: 1 & 3			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Spring 2018	30	Cooperating Teacher	2.66 0.516	2.99* 0.092	0.33 -0.414	0.002 Sig diff
		University Supervisor	2.84 0.405	2.88* 0.367	0.04 0.038	0.191 No sig diff
Fall 2018	14	Cooperating Teacher	2.79 0.426	3.00* 0.000	0.21 -0.426	0.184 No sig diff
		University Supervisor	2.87 0.352	3.00* 0.000	0.13 -0.352	0.153 No sig diff
Spring 2019	22	Cooperating Teacher	2.84 0.373	2.95* 0.213	0.11 0.160	0.233 No sig diff
		University Supervisor	2.84 0.373	2.86* 0.410	0.02 0.037	0.865 No sig diff
Fall 2019	12	Cooperating Teacher	2.58 0.513	2.89* 0.327	0.31 0.186	0.082 No sig diff
		University Supervisor	2.80 0.418	3.00* 0.00	0.20 -0.418	0.112 No sig diff
In general	79	Cooperating Teacher	2.76 0.184	2.98* 0.283	0.22 0.079	0.277 No sig diff
		University Supervisor	2.82 0.310	2.94* 0.194	0.12 -0.116	0.382 No sig diff

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors:*

- 16 Of 18 majors have evaluations for Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=79) accomplished the performance standard for InTASC Standard 4 *Content Knowledge* in their final evaluation (100%) by the Cooperating Teachers, and by University Supervisors.
- The general mean (N=79) reflected no significant statistical differences in Cooperating Teachers evaluation when final evaluation was compared with initial evaluation (2.98 ± 0.283 vs 2.76 ± 0.184 , $p = 0.277$).
- The general mean (N=79) reflected no significant statistical differences in University Supervisors evaluation when final evaluation was compared with initial evaluation (2.94 ± 0.194 vs 2.82 ± 0.310 , $p = 0.382$)

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 4 *Content Knowledge* in their final evaluation by the Cooperating Teachers and the University Supervisors as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors.*

Second Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course

Table 28

*Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course*²⁸

Majors	n/N	Mean (Item 5)²⁹	Std. Deviation
BA Secondary Education in Mathematics	3	3.00*	0.000
BA Special Education	5	3.00*	0.000
BA Secondary Education in History	1	3.00*	0.000
BA Secondary Education in Spanish	7	2.86*	0.378
BA Teaching English as a Second Language at the Secondary Level	5	3.00*	0.000
BA Secondary Education in Biology	4	3.00*	0.000
BA Secondary Education in Social Studies	1	2.00	0.000
BA Physical Education at Elementary Level	4	3.00*	0.000
BM Music Education: Instrumental	10	2.30	0.823
BM Music Education: General-Vocal	20	2.60*	0.598
BA Teaching English as a Second Language at the Elementary Level	4	3.00*	0.000
BA Adapted Physical Education	1	3.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	3.00*	0.000
BA Early Childhood: Elementary Level (4-6)	2	3.00*	0.000
BA Early Childhood: Pre-school Level	3	3.00*	0.000
BA Visual Arts: Art Education	4	3.00*	0.000
Total/Mean	80	2.79*	0.495

²⁸ Academic Project of Candidates at completion in the clinical course: Performance Standard = 2.40 or above in a 3-point scale (“B”). [* = Accomplished]

²⁹ Item 5: The Candidate at Completion conducts a review of recent literature regarding the skill on which the project focuses.

Academic Terms	n/N	Mean (Item 5)	Std. Deviation
January to May 2018 (Spring 2018)	30	2.83*	0.461
August to December 2018 (Fall 2018)	15	2.80*	0.414
January to May 2019 (Spring 2019)	22	2.73*	0.631
August to December 2019 (Fall 2019)	13	2.77*	0.439
Total/Mean	80	2.79*	0.495
ANOVA One-Way			Sig.
Between Groups			0.898
Within Groups			No stat diff

General analysis: Local Assessment Instrument *PD-8R Academic Project of Candidates at completion in the clinical course*:

- 16 of 18 majors have evaluations for Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP and were evaluated by their University Supervisors (88.89%).
- 14 of 16 majors evaluated (N=80) accomplished the performance standard for InTASC Standard 4 *Content Knowledge* in their Academic Project (87.50%).
- BA Secondary Education in Social Studies (n=1) and BM Music Education: Instrumental (n=10) majors did not accomplish the Item 5 from the Academic Project.
- The general mean (N=80) was 2.79 ± 0.495 (Accomplishment, homogeneous).
- The general mean (N=80) reflected no significant statistical differences between and within academic terms and majors ($p = 0.898$)

Conclusion: In general, Candidates at Completion accomplished InTASC's Standard 4 *Content Knowledge* as measured with local Assessment instrument *PD-8R Academic Project of Candidates at completion in the clinical course*.

Third Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion

Table 28

*Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion*³⁰

All Terms, Majors	n/N	Mean (Items 1, 4 & 5) ³¹	Std. Deviation
BA Secondary Education in Mathematics	3	5.00*	0.000
BA Special Education	5	4.60*	0.894
BA Secondary Education in History	1	5.00*	0.000
BA Secondary Education in Spanish	7	4.14*	0.960
BA Teaching English as a Second Language at the Secondary Level	5	4.87*	0.298
BA Secondary Education in Biology	4	4.25*	0.983
BA Secondary Education in Social Studies	1	3.00	0.000
BA Physical Education at Elementary Level	4	4.67*	0.526
BM Music Education: Instrumental	10	3.83	1.038
BM Music Education: General-Vocal	19	4.17*	1.018
BA Teaching English as a Second Language at the Elementary Level	2	4.16*	0.236
BA Adapted Physical Education	1	5.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	4.78*	0.544
BA Early Childhood: Elementary Level (4-6)	2	4.83*	0.236
BA Early Childhood: Pre-school Level	2	5.00*	0.000
BA Visual Arts: Art Education	4	4.17*	0.919

³⁰ Satisfaction of Candidates at completion: Performance Standard Expected point average = 4.00 or above in a 5-points scale (80%). [* = Accomplished]

³¹ Item 1: The curriculum content (knowledge and skills) of the program developed the mastery of the subject I teach. Item 4: The curricular contents (knowledge and skills) meet the student's expectation of learning in the program. Item 5: Designed courses were developed at the depth level required by a teacher preparation program.

All Terms, Majors	n/N	Mean (Items 1, 4 & 5) ³¹	Std. Deviation
Total	76	4.36*	0.917
ANOVA One-Way			Sig.
Between Groups			0.261
Within Groups			No sig diff
Academic Terms, All Majors	n/N	Mean (Items 1, 4 & 5)	Std. Deviation
January to May 2018 (Spring 2018)	28	4.09*	1.0891
August to December 2018 (Fall 2018)	14	4.48*	0.810
January to May 2019 (Spring 2019)	21	4.46*	0.729
August to December 2019 (Fall 2019)	13	4.61*	0.729
Total/Mean	76	4.36*	0.917
ANOVA One-Way			Sig.
Between Groups			0.246
Within Groups			No sig diff

General analysis: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion*:

- 16 of 18 majors have answered the Satisfaction Survey as Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- 14 of 16 majors (N=76) express satisfaction with the accomplishment of InTASC Standard 4 *Content Knowledge* (87.50%).
- BA Secondary Education in Social Studies (n=1), and BM Music Education: Instrumental (n=10) expressed non-satisfaction in the Items 1, 4 and 5 related to Content Knowledge from the Satisfaction Survey.
- The general mean (N=76) was 4.36 ± 0.917 (Satisfied with the accomplishment of InTASC Standard 4, homogeneous).
- The general mean (N=76) reflected no significant statistical differences between and within academic terms ($p = 0.246$), and between and within majors ($p = 0.261$) in the satisfaction of the Candidates at Completion.

Conclusion: In general, the general mean of all terms and all majors reflected that Candidates at Completion were satisfied with how the Initial/Level EPP accomplished the InTASC's Standard 4 Content Knowledge. No significant statistical differences were found between terms and within majors.

Standard #5: Application of Content

The InTASC's standard # 5 *Application of Content* was measured in four academic terms with three local Assessment instruments.

First Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors

Table 29

*Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*³²

Term & Majors	n/N	Evaluators	Items: 2, 4, 24 & 25 ³³			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test (p<0.05)
ALL TERMS						
128 - Secondary Education in Mathematics	3	Cooperating Teacher	2.63 0.465	2.92* 0.144	0.29 '0.321	0.513 No sig diff
		University Supervisor	2.58 0.228	3.00* 0.000	0.42 '0.228	0.137 No sig diff
136 - Special Education	5	Cooperating Teacher	2.36 0.558	2.83* 0.256	0.47 '0.302	0.254 No sig diff
		University Supervisor	2.43 0.539	2.72* 0.504	0.29 -0.35	0.459 No sig diff
144 - Secondary Education in History	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
145 - Secondary Education in Spanish	7	Cooperating Teacher	2.55 0.566	2.79* 0.350	0.24 -0.216	0.580 No sig diff
		University Supervisor	2.64 0.516	2.97* 0.095	0.33 -421	0.196 No sig diff
147 - Teaching English as a Second Language at the Secondary Level	5	Cooperating Teacher	2.65 0.249	2.95* 0.112	0.40 -0.137	0.535 No sig diff
		University Supervisor	2.73 0.548	2.80* 0.332	0.007 -0.16	0.528 No sig diff
174 - Secondary Education in Biology	4	Cooperating Teacher	2.54 0.539	2.79* 0.394	0.25 -0.145	0.525 No sig diff
		University Supervisor	2.17 0.526	2.92* 0.167	0.75 -0.359	0.098 No sig diff
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				
177 – Secondary Education in Social Studies	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A

³² Evaluation of Candidates at completion: Performance Standard for PD-1R to PD-6R = 2.40 or above from a 3-point scale (Adequate). [* = Accomplished]

³³ Item 2: The Candidate at Completion designs and applies differentiated learning activities according to the levels and stages of cognitive, social, linguistic and emotional development of the student. Item 4: The Candidate at Completion designs and applies learning experiences integrating the content of the subject taught with others. Item 24: The Candidate at Completion plans learning experiences that promote research skills in their students. Item 25: The Candidate at Completion Provides learning experiences for students to solve problems of daily life, decision making and creativity.

Term & Majors	n/N	Evaluators	Items: 2, 4, 24 & 25			
ALL TERMS			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
178 - Physical Education at the Elementary Level	4	Cooperating Teacher	2.44 0.269	2.94* 0.125	0.50 -0.144	0.171 No sig diff
		University Supervisor	2.67 0.333	3.00* 0.000	0.33 -9.333	0.90 No sig diff
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				
191 - Music Education: Instrumental	10	Cooperating Teacher	2.54 0.517	2.89* 0.332	0.35 -0.185	0.170 No sig diff
		University Supervisor	2.64 0.557	2.78* 0.464	0.14 -0.083	0.514 No sig diff
192 - Music Education: General-Vocal	20	Cooperating Teacher	2.71 0.448	2.90* 0.205	0.19 -0.243	
		University Supervisor				No sig diff
206 - Teaching English as a Second Language at the Elementary Level	4	Cooperating Teacher	2.46 0.539	2.88* 0.250	0.42 -0.289	0.304 No sig diff
		University Supervisor	2.75 0.394	2.88* 0.250	0.13 -0.144	0.711 No sig diff
207 - Adapted Physical Education	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
236 - Early Childhood: Elementary Level (K-3)	6	Cooperating Teacher	2.50 0.485	3.00* 0.000	0.50 -0.485	0.131 No sig diff
		University Supervisor	2.67 0.272	2.94* 0.136	0.27 -0.136	0.501 No sig diff
237 - Early Childhood: Elementary Level (4-6)	2	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.50 0.236	2.50* 0.236	0.00 0.000	0.423 No sig diff
243 - Early Childhood: Pre-school Level	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
254 - Visual Arts: Art Education	4	Cooperating Teacher	2.38 0.526	3.00* 0.000	0.19 -0.526	0.846 No sig diff
		University Supervisor	2.81 0.526	3.00* 0.000	0.10 =0.526	0.846 No sig diff
Total & General Mean: All Terms, by Major	80	Cooperating Teacher	2.68 0.298	2.93* 0.136	0.35 -0.162	0.323 No sig diff
		University Supervisor	2.67 0.315	2.88* 0.156	0.19 -0.159	0.404 No sig diff

All Majors by Term	N	Evaluators	Items: 2, 4, 24 & 25			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Spring 2018	30	Cooperating Teacher	2.47 0.506	2.87* 0.343	0.40 -0.163	0.033 Sig diff
		University Supervisor	2.60 0.580	2.93* 0.254	0.33 -0.334	0.009 Sig diff
Fall 2018	15	Cooperating Teacher	2.70 0.425	2.95* 0.196	0.25 -0.129	0.297 No sig diff
		University Supervisor	2.88 0.218	2.95* 0.153	0.07 -0.065	0.395 No sig diff
Spring 2019	22	Cooperating Teacher	2.62 0.489	2.92* 0.187	0.30 -0.302	0.019 Sig diff
		University Supervisor	2.56 0.486	2.87* 0.370	0.31 -0.116	0.182 No sig diff
Fall 2019	12	Cooperating Teacher	2.58 0.529	2.88* 0.318	0.30 -0.211	0.152 No sig diff
		University Supervisor	2.61 0.595	2.79* 0.482	0.18 -0.113	0.573 No sig diff
In general	80	Cooperating Teacher	2.59 0.497	2.91* 0.261	0.32 -0.236	0.125 No sig diff
		University Supervisor	2.66 0.470	2.81* 0.315	0.15 -0.55	0.178 No sig diff

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors:*

- 16 Of 18 majors have evaluations for Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- All majors evaluated (N=80) accomplished the performance standard for InTASC Standard 5 *Application of Content* in their final evaluation (100%) by the Cooperating Teachers, and by University Supervisors.
- The general mean (N=80) reflected no significant statistical differences in Cooperating Teachers evaluation when final evaluation was compared with initial evaluation (2.91 ± 0.261 vs 2.59 ± 0.497 , $p = 0.125$).
- The general mean (N=80) reflected no significant statistical differences in University Supervisors evaluation when final evaluation was compared with initial evaluation (2.81 ± 0.315 vs 2.66 ± 0.470 , $p = 0.178$)

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 5 *Application of Content* in their final evaluation by the Cooperating Teachers and the University Supervisors as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors.*

Second Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course

Table 30

*Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course*³⁴

Majors	n/N	Mean (Item 12)³⁵	Std. Deviation
BA Secondary Education in Mathematics	3	2.67*	0.577
BA Special Education	5	2.40*	0.894
BA Secondary Education in History	1	3.00*	0.000
BA Secondary Education in Spanish	7	2.86*	0.378
BA Teaching English as a Second Language at the Secondary Level	5	2.60*	0.548
BA Secondary Education in Biology	4	2.25	0.500
BA Secondary Education in Social Studies	1	3.00*	0.000
BA Physical Education at Elementary Level	4	2.25	0.500
BM Music Education: Instrumental	10	2.70*	0.675
BM Music Education: General-Vocal	20	2.75*	0.716
BA Teaching English as a Second Language at the Elementary Level	4	3.00*	0.000
BA Adapted Physical Education	1	3.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	2.67*	0.516
BA Early Childhood: Elementary Level (4-6)	2	3.00*	0.000
BA Early Childhood: Pre-school Level	3	2.67*	0.577
BA Visual Arts: Art Education	4	2.50*	0.577
Total/Mean	80	2.68*	0.591

³⁴ Academic Project of Candidates at completion in the clinical course: Performance Standard = 2.40 or above in a 3-point scale (“B”). [* = Accomplished]

³⁵ Item 12: The Candidate at Completion Present a final project report with all the sections mentioned above and suggest future research in the classroom.

Academic Terms	n/N	Mean (Item 12)	Std. Deviation
January to May 2018 (Spring 2018)	30	2.70*	0.596
August to December 2018 (Fall 2018)	15	2.80*	0.414
January to May 2019 (Spring 2019)	22	2.68*	0.477
August to December 2019 (Fall 2019)	13	2.46*	0.877
Total/Mean	80	2.68*	0.591
ANOVA One-Way			Sig.
Between Groups			0.496
Within Groups			No sig diff

General analysis: Local Assessment Instrument *PD-8R Academic Project of Candidates at completion in the clinical course*:

- 16 of 18 majors have evaluations for Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP and were evaluated by their University Supervisors (88.89%).
- 14 of 16 majors evaluated (N=80) accomplished the performance standard for InTASC Standard 5 *Application of Content* in their Academic Project (87.50%).
- BA Secondary Education in Biology (n=1) and BA Physical Education at Elementary Level (n=4) majors did not accomplish the Item 10 from the Academic Project.
- The general mean (N=80) was 2.68 ± 0.591 (Accomplishment, homogeneous).
- The general mean (N=80) reflected no significant statistical differences between and within academic terms and majors ($p = 0.496$)

Conclusion: In general, Candidates at Completion accomplished Item 12 related to InTASC's Standard 5 *Application of Content* as measured in local Assessment instrument *PD-8R Academic Project of Candidates at completion in the clinical course*.

Third Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion

Table 31

*Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion*³⁶

All Terms, Majors	n/N	Mean (Items 10) ³⁷	Std. Deviation
BA Secondary Education in Mathematics	3	5.00*	0.000
BA Special Education	5	4.60*	0.894

³⁶ Satisfaction of Candidates at completion: Performance Standard Expected point average = 4.00 or above in a 5-points scale (80%). [* = Accomplished]

³⁷ Item 10: The courses of my specialty taken prepared me to design and plan my classes so that I can demonstrate systematization in the development of concepts and cognitive, affective and psychomotor skills.

All Terms, Majors	n/N	Mean (Items 10)	Std. Deviation
BA Secondary Education in History	1	5.00*	0.000
BA Secondary Education in Spanish	7	4.29*	0.756
BA Teaching English as a Second Language at the Secondary Level	5	5.00*	0.000
BA Secondary Education in Biology	4	4.25*	0.957
BA Secondary Education in Social Studies	1	3.00	0.000
BA Physical Education at Elementary Level	4	5.00*	0.000
BM Music Education: Instrumental	10	3.80	1.135
BM Music Education: General-Vocal	19	4.47*	0.697
BA Teaching English as a Second Language at the Elementary Level	2	4.50*	0.707
BA Adapted Physical Education	1	5.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	4.83*	0.408
BA Early Childhood: Elementary Level (4-6)	2	4.50*	0.707
BA Early Childhood: Pre-school Level	2	5.00*	0.000
BA Visual Arts: Art Education	4	3.75	1.500
Total	76	4.45*	0.839
ANOVA One-Way			Sig.
Between Groups			0.129
Within Groups			No sig diff
Academic Terms, All Majors	n/N	Mean (Item 10)	Std. Deviation
January to May 2018 (Spring 2018)	28	4.36*	0.870
August to December 2018 (Fall 2018)	14	4.50*	0.941
January to May 2019 (Spring 2019)	21	4.38*	0.865
August to December 2019 (Fall 2019)	13	4.69*	0.630

Academic Terms, All Majors	n/N	Mean (Item 10)	Std. Deviation
Total/Mean	76	4.45*	0.839
ANOVA One-Way			Sig.
Between Groups			0.664
Within Groups			No sig diff

General analysis: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion:*

- 16 of 18 majors have answered the Satisfaction Survey as Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- 14 of 16 majors (N=76) express satisfaction with the accomplishment of InTASC Standard 4 *Application of Content* (87.50%).
- BA Secondary Education in Social Studies (n=1), and BM Music Education: Instrumental (n=10) expressed non-satisfaction in the Item 10 related to Content Knowledge from the Satisfaction Survey.
- The general mean (N=76) was 4.45 ± 0.839 (Satisfied with the accomplishment of InTASC Standard 5, homogeneous).
- The general mean (N=76) reflected no significant statistical differences between and within academic terms ($p = 0.664$), and between and within majors ($p = 0.129$) in the satisfaction of the Candidates at Completion.

Conclusion: In general, the Candidates at Completion were satisfied with how the Initial/Level EPP accomplished the InTASC’s Standard 4 *Application of Content*. No significant statistical differences were found between terms and within majors.

InTASC: Instructional Practice

Standard #6: Assessment

The InTASC’s standard # 6 *Assessment* was measured in four academic terms with five local Assessment instruments.

First Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors

Table 32

Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors³⁸

Term & Majors	n/N	Evaluators	Item: 9 ³⁹			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
ALL TERMS						
128 - Secondary Education in Mathematics	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
136 - Special Education	5	Cooperating Teacher	2.60 0.864	3.00* 0.000	0.40 -0.864	0.347 No sig diff
		University Supervisor	2.80 0.447	3.00* 0.000	0.20 -0.447	0.347 No sig diff
		Cooperating Teacher	2.00 0.00	3.00* 0.00	1.00 0.000	N/A
144 - Secondary Education in History	1	University Supervisor	2.00 0.000	3.00* 0.000	1.00 0.000	N/A
		Cooperating Teacher	2.57 0.535	3.00* 0.000	0.43 -0.535	0.055 No sig diff
145 - Secondary Education in Spanish	7	University Supervisor	2.86 0.378	3.00* 0.00	0.14 -0.378	0.337 No sig diff
		Cooperating Teacher	2.40 0.548	2.60* 0.548	0.20 0.000	0.580 No sig diff
		University Supervisor	2.60 0.000	2.60* 0.000	0.00 0.000	1.000 No sig diff
174 - Secondary Education in Biology	4	Cooperating Teacher	2.75 0.500	3.00* 0.000	0.25 -0.500	0.356 No sig diff
		University Supervisor	2.75 0.500	3.00* 0.000	0.25 -0.500	0.356 No sig diff
		Cooperating Teacher				
176 - Physical Education at the Secondary Level	N/C	University Supervisor				
		Cooperating Teacher	2.00 0.000	2.00 0.000	0.00 0.000	N/A
177 - Secondary Education in Social Studies	1	University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		Cooperating Teacher	2.25 0.500	2.75* 0.000	0.50 -0.500	0.134 No sig diff
178 - Physical Education at the Elementary Level	4	University Supervisor	2.50 0.577	3.00* 0.000	0.50 -0.577	0.134 No sig diff
		Cooperating Teacher				
		University Supervisor				
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				
191 - Music Education: Instrumental	10	Cooperating Teacher	2.67 0.500	2.90* 0.316	0.23 -0.194	0.238 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		Cooperating Teacher				

³⁸ Evaluation of Candidates at completion: Performance Standard for PD-1R to PD-6R = 2.40 or above from a 3-point scale (Adequate). [* = Accomplished]

³⁹ Item 9: The Candidate at Completion uses the results of the assessment and the tests to plan re-teaching and differentiated teaching activities.

Term & Majors	n/N	Evaluators	Item: 9			
ALL TERMS			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
192 - Music Education: General-Vocal	20	Cooperating Teacher	2.65 0.489	2.70* 0.470	0.05 -0.019	0.744 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
206 - Teaching English as a Second Language at the Elementary Level	4	Cooperating Teacher	2.50 0.577	2.75* 0.500	0.25 -0.077	0.537 No sig diff
		University Supervisor	2.75 0.500	3.00 0.000	0.25 -0.500	0.356 No sig diff
207 - Adapted Physical Education	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
236 - Early Childhood: Elementary Level (K-3)	6	Cooperating Teacher	2.83 0.408	3.00* 0.000	0.17 -0.408	0.341 No sig diff
		University Supervisor	2.83 0.408	3.00* 0.000	0.17 -0.408	0.341 No sig diff
237 - Early Childhood: Elementary Level (4-6)	2	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.50 0.707	3.00* 0.000	0.50 -0.707	0.423 No sig diff
243 - Early Childhood: Pre-school Level	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
254 - Visual Arts: Art Education	4	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.75 0.500	3.00* 0.000	0.25 -0.500	0.376 No sig diff
All Majors by Term	N	Evaluators	Item: 9			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Spring 2018	30	Cooperating Teacher	2.62 0.494	2.83* 0.384	0.21 -0.110	0.80 No sig diff
		University Supervisor	2.73 0.450	2.97* 0.183	0.24 -0.273	0.011 Sig diff
Fall 2018	15	Cooperating Teacher	2.73 0.458	2.80* 0.414	0.7 -0.044	0.679 Sig diff
		University Supervisor	2.93 0.258	3.00* 0.000	0.07 -0.258	0.326 No sig diff
Spring 2019	22	Cooperating Teacher	2.82 0.395	2.91* 0.294	0.09 -0.101	0.391 No sig diff
		University Supervisor	2.95 0.213	3.99* 0.000	0.05 -0.213	0.323 No sig diff
Fall 2019	13	Cooperating Teacher	2.38 0.650	2.85* 0.376	0.47 -0.274	0.036 Sig diff
		University Supervisor	2.85 0.376	2.92* 0.277	0.07 -0.099	0.558 No sig diff

All Majors by Term	N	Evaluators	Item: 9			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
In general	80	Cooperating Teacher	2.64 0.499	2.85* 0.367	0.21 -0.132	0.297 No sig diff
		University Supervisor	2.87 0.324	2.97* 0.115	0.10 -0.209	0.305 No sig diff

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*:

- 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 3 *Learning Environment* in their final evaluation (100%) by the Cooperating Teachers (2.85 ± 0.367), and by University Supervisors (2.97 ± 0.115).
- The general mean (N=80) reflected no significant statistical differences in Cooperating Teachers evaluation when final evaluation was compared with initial evaluation ($p = 0.297$).
- The general mean (N=80) reflected no significant statistical differences in University Supervisors evaluation when final evaluation was compared with initial evaluation ($p = 0.305$)

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 6 *Assessment* in their final evaluation by the Cooperating Teachers and the University Supervisors as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*.

Second Local Assessment Instrument: PD-7 Rubric for Portfolio of Candidates at completion in the clinical course (Evaluation by University Supervisors)

Table 33

*Local Assessment Instrument: PD-7 Portfolio Rubric by University Supervisors*⁴⁰

All terms, Major	n/N	Mean (Item 3d ⁴¹)	Std. Deviation
BA Secondary Education in Mathematics	3	4.00*	0.000
BA Special Education	5	4.00*	0.000
BA Secondary Education in History	1	3.00*	0.000

⁴⁰ Portfolio Rubric: Performance Standard = 2.50 or above from a 4-point scale (Adequate). [* = Accomplished]

⁴¹ Item 3d: The Candidate at Completion includes three Assessment techniques (evidenced in the plans and by the students).

All terms, Major		n/N	Mean (Item 3d)	Std. Deviation
BA Secondary Education in Spanish		7	4.00*	0.000
BA Teaching English as a Second Language at the Secondary Level		5	4.00*	0.000
BA Secondary Education in Biology		4	3.75*	0.500
BA Secondary Education in Social Studies		1	4.00*	0.000
BA Physical Education at Elementary Level		4	4.00*	0.000
BM Music Education: Instrumental		10	3.90*	0.316
BM Music Education: General-Vocal		20	3.75*	0.444
BA Teaching English as a Second Language at the Elementary Level		4	4.00*	0.000
BA Adapted Physical Education		1	4.00*	0.000
BA Early Childhood: Elementary Level (K-3)		6	4.00*	0.000
BA Early Childhood: Elementary Level (4-6)		2	4.00*	0.000
BA Early Childhood: Pre-school Level		3	4.00*	0.000
BA Visual Arts: Art Education		4	4.00*	0.000
Total/Mean		80	3.90*	0.302
ANOVA One-Way				Sig.
Between Groups				0.080
Within Groups				No sig diff
Terms, All Majors		N	Mean	Std. Deviation
January to May 2018 (Spring 2018)		30	3.93	0.254
August to December 2018 (Fall 2018)		22	3.95	0.213
January to May 2019 (Spring 2019)		13	3.69	0.480
August to December 2019 (Fall 2019)		30	3.93	0.254
Total/Mean		80	3.90	0.302
ANOVA One-Way				Sig.
Between Groups				0.056
Within Groups				No sig diff

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-7 Portfolio Rubric* by University Supervisors:

- 16 of 18 majors have evaluations for Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 6 *Assessment* in their final evaluation (100%) by University Supervisors (3.90 ± 0.302).

- The general mean (N=80) reflected no significant statistical differences in University Supervisors evaluations between and within majors ($p=0.80$) and between and within terms ($p=0.056$).

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 6 *Assessment* according to the University Supervisors as measured by local Assessment instrument *PD-7 Portfolio Rubric by University Supervisors*.

Third Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course

Table 34

*Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course*⁴²

Majors	n/N	Mean (Items 7, 8, 10 & 11) ⁴³	Std. Deviation
BA Secondary Education in Mathematics	3	2.92*	0.144
BA Special Education	5	2.80*	0.224
BA Secondary Education in History	1	2.75*	0.000
BA Secondary Education in Spanish	7	2.86*	0.311
BA Teaching English as a Second Language at the Secondary Level	5	2.89*	0.237
BA Secondary Education in Biology	4	2.94*	0.125
BA Secondary Education in Social Studies	1	2.50*	0.000
BA Physical Education at Elementary Level	4	3.00*	0.000
BM Music Education: Instrumental	10	2.60*	0.533
BM Music Education: General-Vocal	20	2.89*	0.461
BA Teaching English as a Second Language at the Elementary Level	4	3.00*	0.250
BA Adapted Physical Education	1	3.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	2.71*	0.341

⁴² Academic Project of Candidates at completion in the clinical course: Performance Standard = 2.40 or above in a 3-point scale (“B”). [* = Accomplished]

⁴³ The Candidate at Completion: Item 7: Administers and grades the pretest and posttest, the practice exercises and the corresponding evaluations to demonstrate mastery of learning of his/her students in the development of skills. Item 8: Collects data scientifically, as taught in the Classroom Research (EDUC 4012) and Assessment and Assessment (EDUC 4011) course. Item 10: Tabulates data (scores, averages, standard deviation and the worksheets corresponding to the assessments, pretest and posttest) and analyzes them in a narrative way. Item 11: Analyzes the results of his/her project to reach logical and coherent conclusions about the research; makes and presents the results and conclusions clearly and precisely.

Majors	n/N	Mean (Items 7, 8, 10 & 11)	Std. Deviation
BA Early Childhood: Elementary Level (4-6)	2	2.83*	0.530
BA Early Childhood: Pre-school Level	3	3.00*	0.866
BA Visual Arts: Art Education	4	2.81*	0.269
Total/Mean	80	2.85*	0.537
ANOVA One-Way			Sig.
Between Groups			0.292
Within Groups			No sig diff
Academic Terms	n/N	Mean (Item 7, 8, 10 & 11)	Std. Deviation
January to May 2018 (Spring 2018)	30	2.81*	0.392
August to December 2018 (Fall 2018)	15	2.48*	0.491
January to May 2019 (Spring 2019)	22	2.71*	0.597
August to December 2019 (Fall 2019)	13	2.94*	0.448
Total/Mean	80	2.85*	0.537
ANOVA One-Way			Sig.
Between Groups			0.292
Within Groups			No sig diff

General analysis: Local Assessment Instrument *PD-8R Academic Project of Candidates at completion in the clinical course*:

- 16 of 18 majors have evaluations for Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP and were evaluated by their University Supervisors (88.89%).
- All majors evaluated (N=80) accomplished the performance standard for InTASC Standard 3 *Learning Environment* in their Academic Project (100%).
- The general mean (N=80) was 2.85 ± 0.537 (Accomplishment, homogeneous).
- The general mean (N=80) reflected no significant statistical differences between and within academic terms and between and within majors ($p = 0.292$)

Conclusion: All majors accomplished the performance standard for InTASC Standard 6 *Assessment* according to the University Supervisors as measured by local Assessment instrument *PD-8R Academic Project of Candidates at completion in the clinical course*. No significant statistical differences were between and within academic terms and within majors.

Fourth Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion

Table 35

*Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion*⁴⁴

All Terms, Majors	n/N	Mean (Items 20 & 21)⁴⁵	Std. Deviation
BA Secondary Education in Mathematics	3	5.00*	0.000
BA Special Education	5	4.70*	0.498
BA Secondary Education in History	1	5.00*	0.000
BA Secondary Education in Spanish	7	4.64*	0.638
BA Teaching English as a Second Language at the Secondary Level	5	4.90*	0.224
BA Secondary Education in Biology	4	4.25*	0.957
BA Secondary Education in Social Studies	1	3.00	0.000
BA Physical Education at Elementary Level	4	4.88*	0.750
BM Music Education: Instrumental	10	4.00*	1.123
BM Music Education: General-Vocal	19	4.58*	0.753
BA Teaching English as a Second Language at the Elementary Level	2	3.75	0.354
BA Adapted Physical Education	1	4.50*	0.000
BA Early Childhood: Elementary Level (K-3)	6	4.92*	0.204
BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000
BA Early Childhood: Pre-school Level	2	5.00*	0.000
BA Visual Arts: Art Education	4	4.13*	1.129

⁴⁴ Satisfaction of Candidates at completion: Performance Standard Expected point average = 4.00 or above in a 5-points scale (80%). [* = Accomplished]

⁴⁵ Item 20: Learning experiences at the Initial-Level EPP meet the expectation of developing in me the ability to write tests that challenge different levels of thinking in tune with the strengths and needs of students. Item 21: The courses taken enabled me to develop various assessment and measurement instruments consistent with the objectives and content of the subject.

All Terms, Majors	n/N	Mean (Items 20 & 21) ⁴⁵	Std. Deviation
Total/Mean	77	4.54*	0.792
ANOVA One-Way			Sig.
Between Groups			0.327
Within Groups			No sig diff
Academic Terms, All Majors	n/N	Mean (Items 20 & 21)	Std. Deviation
January to May 2018 (Spring 2018)	29	4.35*	0.954
August to December 2018 (Fall 2018)	14	4.68*	0.729
January to May 2019 (Spring 2019)	21	4.57*	0.705
August to December 2019 (Fall 2019)	13	4.77*	0.503
Total/Mean	77	4.54*	0.792
ANOVA One-Way			Sig.
Between Groups			0.327
Within Groups			No sig diff

General analysis: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion*:

- 16 of 18 majors have answered the Satisfaction Survey as Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- 14 of 16 majors (N=77) express satisfaction with the accomplishment of InTASC Standard 3 *Learning Environment* (87.50%).
- BA Secondary Education in Social Studies (n=1), and BA Teaching English as a Second Language at the Elementary Level (n=2) expressed non-satisfaction in the Items 20 and 21 from the Satisfaction Survey.
- The general mean (N=77) was 4.54 ± 792 (Satisfied with the accomplishment of InTASC Standard 6, heterogeneous).
- The general mean (N=77) reflected no significant statistical differences between and within academic terms and between and within majors ($p = 0.327$) in the satisfaction of the Candidates at Completion.

Conclusion: In general, majors express satisfaction with the accomplishment of InTASC Standard 6 *Assessment* as measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*. No significant statistical differences were between and within academic terms and within majors.

Fifth Local Assessment Instrument: PD-14 Disposition of Candidates at Completion as evaluated by Cooperating Teachers and University Supervisors

Table 36

Local Assessment Instrument: PD-14 Dispositions of Candidates at Completion by Cooperating Teachers and University Supervisors⁴⁶

All Terms, Majors (Item 10 ⁴⁷)	N/n	Cooperating Teachers and University Supervisors	
		Mean	Std. Deviation
BA Secondary Education in Mathematics	3	5.00*	0.000
BA Special Education	5	4.80*	0.422
BA Secondary Education in History`	1	5.00*	0.000
BA Secondary Education in Spanish	7	5.00*	0.000
BA Teaching English as a Second Language at the Secondary Level	5	4.60*	0.516
BA Secondary Education in Biology	3	4.86*	0.378
BA Secondary Education in Social Studies	1	4.50*	0.707
BA Physical Education at Elementary Level	4	4.71*	0.488
BM Music Education: Instrumental	10	4.76*	0.562
BM Music Education: General-Vocal	20	4.93*	0.258
BA Teaching English as a Second Language at the Elementary Level	4	4.50*	0.756
BA Adapted Physical Education	1	5.00*	0.000
BA Early Childhood: Elementary Level (K- 3)	6	5.00*	0.000
BA Early Childhood: Elementary Level (4- 6)	2	4.75*	0.500
BA Early Childhood: Pre-school Level	3	5.00*	0.000
BA Visual Arts: Art Education	4	5.00*	0.000
Total/Mean	79	4.85*	0.392
ANOVA One-Way Cooperative Teacher and University Supervisor (Items 10)		Sig.	
Between Groups			
Within Groups			
		0.080 No sig diff	

⁴⁶ PD-14: Expected point average (total points= 100) of 80% (“B”) or 4.00 points of above in a 5-points scale. [* Accomplished]

⁴⁷ Item 10: The Candidate at Completion uses a variety of techniques in the assessment and evaluation process during his pedagogical practice

Academic Terms, All Majors (Item 10)	n/N	Cooperating Teacher and University Supervisor	
		Mean	Standard Deviation
January to May 2018 (Spring 2018)	30	4.88*	0.328
August to December 2018 (Fall 2018)	15	4.88*	0.332
January to May 2019 (Spring 2019)	22	4.93*	0.334
August to December 2019 (Fall 2019)	12	4.64*	0.569
Total/Mean	79	4.85*	0.392
ANOVA One-Way		Sig.	
Between Groups		0.021	
Within Groups		Sig diff	

Analysis for all academic terms: Local Assessment Instrument *PD-10 Evaluation of Candidates at completion's Disposition by Cooperating Teachers and University Supervisors:*

- 16 of 18 majors have evaluation for Candidates at Completion's disposition enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- All majors evaluated (N=79) accomplished the performance standard for InTASC Standard 6 *Assessment* in their dispositions (100%) as evaluated by the Cooperating Teachers and University Supervisors.
- The means (N=79, mean = 4.85±0.392) reflected no significant statistical differences in the evaluation by Cooperative Teachers and University Supervisors between and within majors in all items ($p=0.080$).
- The general mean (N=79, mean = 4.85±0.392) reflected significant statistical differences in evaluation by Cooperative Teachers and University Supervisors between and within terms ($p=0.021$).

Conclusion: All majors accomplished the performance standard for InTASC Standard 36 *Assessment* as measured by Cooperative Teachers and University Supervisors through local Assessment instrument *PD-10 Evaluation of Candidates at completion's Disposition by Cooperating Teachers and University Supervisors.*

Standard #7: Planning for Instruction

The InTASC's standard # 7 *Planning for Instruction* was measured in four academic terms with four local Assessment instruments.

First Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors

Table 37

Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors⁴⁸

Term & Majors	n/N	Evaluators	Item: 6 ⁴⁹			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
128 - Secondary Education in Mathematics	3	Cooperating Teacher	3,00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.67 0.577	3.00* 0.000	0.33 -0.577	0.374 No sig diff
136 - Special Education	5	Cooperating Teacher	2,69 0.548	2.80* 0.447	0.20 -0.101	0.545 No sig diff
		University Supervisor	2.60 0.548	2.60* 0.548	0.00 0.000	1.000 No sig diff
144 - Secondary Education in History	1	Cooperating Teacher	3,00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3,00 0.000	3.00* 0.000	0.00 0.000	N/A
145 - Secondary Education in Spanish	7	Cooperating Teacher	2.71 0.488	2.71* 0.488	0.00 0.000	1.000 No sig diff
		University Supervisor	2.71 0.488	3.00* 0.000	0.329 -0.488	0.147 No sig diff
147 - Teaching English as a Second Language at the Secondary Level	5	Cooperating Teacher	2.60 0.548	3.00* 0.000	0.40 -0.548	0.141 No sig diff
		University Supervisor	2.80 0.447	3.00* 0.000	0.20 -0.447	0.347 No sig diff
174 - Secondary Education in Biology	4	Cooperating Teacher	2.75 0.500	2.75* 0.500	0.00 0.000	1.000 No sig diff
		University Supervisor	3,00 0.000	3.00* 0.000	0.00 0.000	N/A
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				
177 - Secondary Education in Social Studies	1	Cooperating Teacher	3,00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3,00 0.000	3.00* 0.000	0.00 0.000	N/A
178 - Physical Education at the Elementary Level	4	Cooperating Teacher	3,00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3,00 0.000	3.00* 0.000	0.00 0.000	N/A
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				

⁴⁸ Evaluation of Candidates at completion: Performance Standard for PD-1R to PD-6R = 2.40 or above from a 3-point scale (Adequate). [* = Accomplished]

⁴⁹ Item 6: The Candidate at Completion constructs questions from different levels of thinking according to the content standards / expectations of the subject taught.

Term & Majors	n/N	Evaluators	Item: 6			
ALL TERMS			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
191 - Music Education: Instrumental	10	Cooperating Teacher	2.67 0.500	2.80* 0.422	0.13 0.078	0.537 No sig diff
		University Supervisor	3.00 0.000	2.80* 0.422	-0.20 0.422	0.151 No sig diff
192 - Music Education: General-Vocal	20	Cooperating Teacher	2.65 0.489	2.80* 0.410	0.15 -0.079	0.300 No sig diff
		University Supervisor	2.75 0.444	2.85* 0.366	0.10 -0.078	0.442 No sig diff
206 - Teaching English as a Second Language at the Elementary Level	4	Cooperating Teacher	2.50 0.577	3.00 0.000	0.50 -0.577	0.134 No sig diff
		University Supervisor	2.00 0.000	2.75 0.500	0.25 0.500	0.024 Sig diff
207 - Adapted Physical Education	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
236 - Early Childhood: Elementary Level (K-3)	6	Cooperating Teacher	2.50 0.548	3.00* 0.000	0.50 -0.548	0.049 Sig diff
		University Supervisor	2.67 0.516	3.00* 0.000	0.33 -0.516	0.145 No sig diff
237 - Early Childhood: Elementary Level (4-6)	2	Cooperating Teacher	2.50 0.707	3.00* 0.000	0.50 -0.707	0.667 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
243 - Early Childhood: Pre-school Level	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
254 - Visual Arts: Art Education	4	Cooperating Teacher	2.50 0.577	3.00* 0.000	0.50 -0.577	0.134 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
All Majors by Term	N	Evaluators	Item: 6			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Spring 2018	30	Cooperating Teacher	2.69 0.471	2.90* 0.310	0.31 -0.161	0.053 No sig diff
		University Supervisor	2.73 0.450	2.87* 0.346	0.14 -0.104	0.203 No sig diff
Fall 2018	15	Cooperating Teacher	2.60 0.507	2.87* 0.352	0.27 =0.155	0.105 No sig diff
		University Supervisor	2.80 0.414	3.00* 0.000	0.20 -0.414	0.072 No sig diff
Spring 2019	22	Cooperating Teacher	2.68 0.477	2.82* 0.395	0.14 -0.082	0.307 No sig diff
		University Supervisor	2.91 0.294	2.95* 0.213	0.40 -0.081	0.561 No sig diff

All Majors by Term	N	Evaluators	Item: 6			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Fall 2019	13	Cooperating Teacher	2.69 0.480	2.92* 0.277	0.33 -0.203	0.147 No sig diff
		University Supervisor	2.69 0.480	2.77* 0.439	0.08 -0.041	0.674 No sig diff
In general	80	Cooperating Teacher and University Supervisor	2.72	2.89*	0.17	0.265 No sig diff
		Standard Dev.	0.447	0.292	-0.155	

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors:*

- 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 7 *Planning for Instruction* in their final evaluation by Cooperating Teachers and University Supervisors (2.89 ± 0.292).
- The general mean (N=80) reflected no significant statistical differences when final evaluation was compared with initial evaluation ($p = 0.265$).

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 7 *Planning for Instruction* in their final evaluation by the Cooperating Teachers and the University Supervisors as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors.*

Second Local Assessment Instrument: PD-7 Rubric for Portfolio of Candidates at completion in the clinical course (Evaluation by University Supervisors)

Table 38

*Local Assessment Instrument: PD-7 Portfolio Rubric by University Supervisors*⁵⁰

All terms, Major	n/N	Mean (Item 3a ⁵¹)	Std. Deviation
BA Secondary Education in Mathematics	3	4.00*	0.000

⁵⁰ Portfolio Rubric: Performance Standard = 2.50 or above from a 4-point scale (Adequate). [* = Accomplished]

⁵¹ Item 3a: The planning of the Candidate at Completion evidences that all were revised and corrected with all the elements described in Instrument PD-7 (Plans for two units or topics).

All terms, Major	n/N	Mean (Item 3a ⁵¹)	Std. Deviation
BA Special Education	5	3.80*	0.447
BA Secondary Education in History	1	4.00*	0.000
BA Secondary Education in Spanish	7	4.00*	0.000
BA Teaching English as a Second Language at the Secondary Level	5	4.00*	0.000
BA Secondary Education in Biology	4	4.00*	0.000
BA Secondary Education in Social Studies	1	3.00*	0.000
BA Physical Education at Elementary Level	4	4.00*	0.000
BM Music Education: Instrumental	10	3.80*	0.422
BM Music Education: General-Vocal	20	4.00*	0.000
BA Teaching English as a Second Language at the Elementary Level	4	4.00*	0.000
BA Adapted Physical Education	1	4.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	3.83*	0.408
BA Early Childhood: Elementary Level (4-6)	2	3.50*	0.707
BA Early Childhood: Pre-school Level	3	4.00*	0.000
BA Visual Arts: Art Education	4	4.25*	1.258
Total/Mean	80	3.94*	0.368
ANOVA One-Way			Sig.
Between Groups			0.261
Within Groups			No sig diff
Terms, All Majors	N	Mean	Std. Deviation
January to May 2018 (Spring 2018)	30	3.93	0.521
August to December 2018 (Fall 2018)	22	4.00	0.000
January to May 2019 (Spring 2019)	13	3.91	0.294
August to December 2019 (Fall 2019)	30	3.92	0.277
Total/Mean	80	3.94	0.368
ANOVA One-Way			Sig.
Between Groups			0.903
Within Groups			No sig diff

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-7 Portfolio Rubric* by University Supervisors:

- 16 of 18 majors have evaluations for Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 7 *Planning for Instruction* in their final evaluation by University Supervisors (3.94 ± 0.368).

- The general mean (N=80) reflected no significant statistical differences in University Supervisors evaluations between and within majors ($p=0.261$) and between and within terms ($p=0.903$).

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 7 *Planning for Instruction* according to the University Supervisors as measured by local Assessment instrument *PD-7 Portfolio Rubric by University Supervisors*.

Third Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course

Table 39

*Local Assessment Instrument: PD-8R Academic Project of Candidates at completion in the clinical course*⁵²

Majors	n/N	Mean (Item 6) ⁵³	Std. Deviation
BA Secondary Education in Mathematics	3	3.00*	0.000
BA Special Education	5	3.00*	0.000
BA Secondary Education in History	1	3.00*	0.000
BA Secondary Education in Spanish	7	3.00*	0.000
BA Teaching English as a Second Language at the Secondary Level	5	3.00*	0.000
BA Secondary Education in Biology	4	2.75*	0.500
BA Secondary Education in Social Studies	1	1.00	0.000
BA Physical Education at Elementary Level	4	2.75*	0.500
BM Music Education: Instrumental	10	2.10	0.994
BM Music Education: General-Vocal	20	2.90*	0.447
BA Teaching English as a Second Language at the Elementary Level	4	2.75*	0.500
BA Adapted Physical Education	1	3.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	3.00*	0.000
BA Early Childhood: Elementary Level (4-6)	2	3.00*	0.000
BA Early Childhood: Pre-school Level	3	3.00*	0.000
BA Visual Arts: Art Education	4	2.75*	0.500
Total/Mean	80	2.79*	0.567
ANOVA One-Way			Sig.
Between Groups			0.004
Within Groups			Sig diff

⁵² Academic Project of Candidates at completion in the clinical course: Performance Standard = 2.40 or above in a 3-point scale (“B”). [* = Accomplished]

⁵³ Item 6: The Candidate at Completion prepares the project action plan and design activities aimed at improving the performance of its students.

Academic Terms	n/N	Mean (Item 6)	Std. Deviation
January to May 2018 (Spring 2018)	30	2.70*	0.651
August to December 2018 (Fall 2018)	15	3.00*	0.000
January to May 2019 (Spring 2019)	22	2.64*	0.727
August to December 2019 (Fall 2019)	13	3.00*	0.000
Total/Mean	80	2.79	0.567
ANOVA One-Way			Sig.
Between Groups			0.099
Within Groups			No sig diff

General analysis: Local Assessment Instrument *PD-8R Academic Project of Candidates at completion in the clinical course:*

- 16 of 18 majors have evaluations for Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP and were evaluated by their University Supervisors (88.89%).
- Of them, 14 majors evaluated (N=80) accomplished the performance standard for InTASC Standard 7 *Planning for instruction* in their Academic Project (87.5%).
- BA Secondary Education in Social Studies (n=1), and BM Music Education: Instrumental (n=10) did not accomplish the performance standard for Item 6.
- The general mean (N=80) was 2.79 ± 0.567 (Accomplishment, homogeneous).
- The general mean (N=80) reflected no significant statistical differences between and within academic terms ($p = 0.099$), but reflected significant statistical differences between and within majors ($p = 0.004$)

Conclusion: In general, the majority of the majors accomplished the performance standard for InTASC Standard 7 *Planning for Instruction* according to the University Supervisors as measured by local Assessment instrument *PD-8R Academic Project of Candidates at completion in the clinical course*. No significant statistical differences were between and within academic terms and within majors.

Fourth Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion

Table 40

*Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion*⁵⁴

All Terms, Majors	n/N	Mean (Item 7) ⁵⁵	Std. Deviation
BA Secondary Education in Mathematics	3	5.00*	0.000
BA Special Education	5	4.80*	0.447
BA Secondary Education in History	1	5.00*	0.000
BA Secondary Education in Spanish	7	4.29*	0.756

⁵⁴ Satisfaction of Candidates at completion: Performance Standard Expected point average = 4.00 or above in a 5-points scale (80%). [* = Accomplished]

⁵⁵ Item 7: The courses taken at the Initial-Level EPP promoted the use of various strategies and activities to reach the students learning.

All Terms, Majors	n/N	Mean (Item 7)⁵⁵	Std. Deviation
BA Teaching English as a Second Language at the Secondary Level	5	4.80*	0.447
BA Secondary Education in Biology	4	4.00*	0.816
BA Secondary Education in Social Studies	1	2.00	0.000
BA Physical Education at Elementary Level	4	4.50*	0.577
BM Music Education: Instrumental	10	3.50	1.080
BM Music Education: General-Vocal	19	4.16*	1.015
BA Teaching English as a Second Language at the Elementary Level	2	3.50	0.707
BA Adapted Physical Education	1	4.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	4.50*	0.548
BA Early Childhood: Elementary Level (4-6)	2	4.50*	0.707
BA Early Childhood: Pre-school Level	2	5.00*	0.000
BA Visual Arts: Art Education	4	4.75*	0.500
Total/Mean	76	4.26*	0.900
ANOVA One-Way			Sig.
Between Groups			0.028
Within Groups			Sig diff
Academic Terms, All Majors	n/N	Mean (Items 20 & 21)	Std. Deviation
January to May 2018 (Spring 2018)	28	4.00*	1.018
August to December 2018 (Fall 2018)	14	4.57*	0.646
January to May 2019 (Spring 2019)	21	4.19*	0.928
August to December 2019 (Fall 2019)	13	4.62*	0.650
Total/Mean	76	4.26*	0.900
ANOVA One-Way			Sig.
Between Groups			0.101
Within Groups			No sig diff

General analysis: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion*:

- 16 of 18 majors have answered the Satisfaction Survey as Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- Of them, 13 majors (N=76) express satisfaction with the accomplishment of InTASC Standard 7 *Planning for Instruction* (81.25%).
- BA Secondary Education in Social Studies (n=1), BM Music Education: Instrumental (n=10), and BA Teaching English as a Second Language at the Elementary Level (n=2) expressed non-satisfaction in the Item 7 from the Satisfaction Survey.
- The means (N=76, mean = 4.26 ±0.900) reflected no significant statistical differences in the evaluation between and within terms ($p=0.101$), but reflected significant differences in the satisfaction of Candidates at Completion between and within majors ($p=0.028$).

Conclusion: In general, majors express satisfaction with the accomplishment of InTASC Standard 7 *Planning for Instruction* measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*.

Standard #8: Instructional Strategies

The InTASC’s standard # 7 *Planning for Instruction* was measured in four academic terms with four local Assessment instruments.

First Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors

Table 41

*Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*⁵⁶

Term & Majors	n/N	Evaluators	Items: 5, 7 & 8 ⁵⁷			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
128 - Secondary Education in Mathematics	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.89 0.192	3.00* 0.000	0.11 -0.192	0.374 No sig diff
136 - Special Education	5	Cooperating Teacher	2.73 0.481	2.93* 0.149	0.20 -0.232	0.496 No sig diff
		University Supervisor	2.93 0.149	2.93* 0.149	0.00 0.000	0.347 No sig diff
144 - Secondary Education in History	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.67 0.000	3.00* 0.000	0.33 0.000	N/A
145 - Secondary Education in Spanish	7	Cooperating Teacher	2.57 0.535	2.95* 0.126	0.38 -0.409	0.457 No sig diff
		University Supervisor	2.95 0.126	3.00* 0.000	0.05 -0.126	0.337 No sig diff
147 - Teaching English as a Second Language at the Secondary Level	5	Cooperating Teacher	2.67 0.365	2.87* 0.183	0.20 -0.183	0.361 No sig diff
		University Supervisor	2.87 0.298	2.93* 0.149	0.06 -0.149	0.674 No sig diff
174 - Secondary Education in Biology	4	Cooperating Teacher	2.58 0.551	3.00* 0.000	0.42 -0.551	0.208 No sig diff
		University Supervisor	2.92 0.167	3.00* 0.000	0.08 -0.167	0.356 No sig diff

⁵⁶ Evaluation of Candidates at completion: Performance Standard for PD-1R to PD-6R = 2.40 or above from a 3-point scale (Adequate). [* = Accomplished]

⁵⁷ The Candidate at Completion: Item 5: Writes the objectives of the class in conceptual, procedural and attitudinal terms, promoting relevant learning activities with the contextual reality of the student. Item 7: Uses teaching strategies and techniques in accordance with the objectives of the class and subject taught. Item 8: Uses programs, technological equipment, teaching materials and web links in the teaching and learning process available according to the subject taught.

Term & Majors	n/N	Evaluators	Items: 5, 7 & 8 ⁵⁸			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
ALL TERMS						
176 - Physical Education at the Secondary Level	N/C	Cooperating Teacher				
		University Supervisor				
177 – Secondary Education in Social Studies	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	2.67 0.000	3.00* 0.000	0.33 0.000	N/A
178 - Physical Education at the Elementary Level	4	Cooperating Teacher	2.25 0.500	2.83* 0.333	0.58 -0.167	0.146 No sig diff
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
187 - Secondary Education in Chemistry	N/C	Cooperating Teacher				
		University Supervisor				
191 - Music Education: Instrumental	10	Cooperating Teacher	2.63 0.489	2.80* 0.422	0.17 -0.067	0.523 No sig diff
		University Supervisor	2.73 0.438	2.77* 0.446	0.04 0.08	0.670 No sig diff
192 - Music Education: General–Vocal	20	Cooperating Teacher	2.87 0.325	2.95* 0.177	0.08 -0.248	0.459 No sig diff
		University Supervisor	2.83 0.429	2.91* 0.271	0.08 -0.158	0.396 No sig diff
206 - Teaching English as a Second Language at the Elementary Level	4	Cooperating Teacher	2.75 0.359	2.83* 0.333	0.08 -0.026	0.769 No sig diff
		University Supervisor	2.67 0.333	2.92* 0.167	0.25 -0.166	0.512 No sig diff
207 - Adapted Physical Education	1	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
236 - Early Childhood: Elementary Level (K-3)	6	Cooperating Teacher	2.83 0.408	3.00* 0.000	0.17 -0.408	0.341 No sig diff
		University Supervisor	2.89 0.172	3.00* 0.000	0.11 -0.172	0.145 No sig diff
237 - Early Childhood: Elementary Level (4-6)	2	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
243 - Early Childhood: Pre-school Level	3	Cooperating Teacher	3.00 0.000	3.00* 0.000	0.00 0.000	N/A
		University Supervisor	3.00 0.000	3.00* 0.000	0.00 0.000	N/A

⁵⁸ The Candidate at Completion: Item 5: Writes the objectives of the class in conceptual, procedural and attitudinal terms, promoting relevant learning activities with the contextual reality of the student. Item 7: Uses teaching strategies and techniques in accordance with the objectives of the class and subject taught. Item 8: Uses programs, technological equipment, teaching materials and web links in the teaching and learning process available according to the subject taught.

Term & Majors	n/N	Evaluators	Items: 5, 7 & 8 ⁵⁹			
ALL TERMS			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
254 - Visual Arts: Art Education	4	Cooperating Teacher	2.91 0.167	3.00* 0.000	0.09 -0.167	0.356 No sig diff
		University Supervisor	2.91 0.167	3.00* 0.000	0.09 -0.167	0.356 No sig diff
All Majors by Term	N	Evaluators	Item: 5, 7 & 8			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Spring 2018	30	Cooperating Teacher	2.82 0.390	2.97* 0.186	0.15 -0.204	0.092 No sig diff
		University Supervisor	2.78 0.394	2.92* 0.217	0.14 -0.177	0.184 No sig diff
Fall 2018	15	Cooperating Teacher	2.73 0.453	2.93* 0.258	0.20 -0.195	0.174 No sig diff
		University Supervisor	2.86 0.325	3.00* 0.000	0.14 -0.325	0.228 No sig diff
Spring 2019	22	Cooperating Teacher	2.77 0.422	2.88* 0.328	0.11 -0.094	0.363 No sig diff
		University Supervisor	2.89 0.249	2.94 0.227	0.05 -0.022	0.517 No sig diff
All Majors by Term	N	Evaluators	Item: 5, 7 & 8			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Fall 2019	13	Cooperating Teacher	2.64 0.488	2.92* 0.218	0.28 -0.270	0.134 No sig diff
		University Supervisor	2.85 0.363	2.89* 0.239	0.04 -0.137	0.449 No sig diff
In general	80	Cooperating Teacher and University Supervisor	2.79	2.93*	0.14	0.268 No sig diff
		Standard Dev.	0.387	0.209	-0.178	

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors:*

- 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).

⁵⁹ The Candidate at Completion: Item 5: Writes the objectives of the class in conceptual, procedural and attitudinal terms, promoting relevant learning activities with the contextual reality of the student. Item 7: Uses teaching strategies and techniques in accordance with the objectives of the class and subject taught. Item 8: Uses programs, technological equipment, teaching materials and web links in the teaching and learning process available according to the subject taught.

- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 78 *Instructional Strategies* in their final evaluation by Cooperating Teachers and University Supervisors (2.93 ± 0.209).
- The general mean (N=80) reflected no significant statistical differences when final evaluation was compared with initial evaluation ($p = 0.268$).

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 8 *Instructional Strategies* in their final evaluation by the Cooperating Teachers and the University Supervisors as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*.

Second Local Assessment Instrument: PD-7 Rubric for Portfolio of Candidates at completion in the clinical course (Evaluation by University Supervisors)

Table 42

*Local Assessment Instrument: PD-7 Portfolio Rubric by University Supervisors*⁶⁰

All terms, Major	n/N	Mean (Item 3c ⁶¹)	Std. Deviation
BA Secondary Education in Mathematics	3	4.00*	0.000
BA Special Education	5	4.00*	0.000
BA Secondary Education in History	1	4.00*	0.000
BA Secondary Education in Spanish	7	4.00*	0.000
BA Teaching English as a Second Language at the Secondary Level	5	4.00*	0.000
BA Secondary Education in Biology	4	4.00*	0.000
BA Secondary Education in Social Studies	1	4.00*	0.000
BA Physical Education at Elementary Level	4	4.00*	0.000
BM Music Education: Instrumental	10	4.00*	0.000
BM Music Education: General-Vocal	20	4.00*	0.000
BA Teaching English as a Second Language at the Elementary Level	4	4.00*	0.000
BA Adapted Physical Education	1	4.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	4.00*	0.000
BA Early Childhood: Elementary Level (4-6)	2	4.00*	0.000
BA Early Childhood: Pre-school Level	3	4.00*	0.000
BA Visual Arts: Art Education	4	4.00*	0.000
Total/Mean	80	4.00*	0.000

⁶⁰ Portfolio Rubric: Performance Standard = 2.50 or above from a 4-point scale (Adequate). [* = Accomplished]

⁶¹ Item 3c. Planning: Teaching methods and techniques-Planning shows that all the plans were reviewed and corrected with all the elements described in Instrument PD-7.

All terms, Major		n/N	Mean (Item 3c ⁶¹)	Std. Deviation
ANOVA One-Way				Sig.
Between Groups				N/A
Within Groups				
Terms, All Majors		N	Mean	Std. Deviation
January to May 2018 (Spring 2018)		30	4.00*	0.000
August to December 2018 (Fall 2018)		22	4.00*	0.000
January to May 2019 (Spring 2019)		13	4.00*	0.000
August to December 2019 (Fall 2019)		30	4.00*	0.000
Total/Mean		80	4.00*	0.000
ANOVA One-Way				Sig.
Between Groups				N/A
Within Groups				

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-7 Portfolio Rubric by University Supervisors*:

- 16 of 18 majors have evaluations for Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 8 *Instructional Strategies* in their final evaluation by University Supervisors (4.00 ± 0.000).

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 8 *Instructional Strategies* according to the University Supervisors as measured by local Assessment instrument *PD-7 Portfolio Rubric by University Supervisors*.

Third Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion

Table 43

*Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion*⁶²

All Terms, Majors	n/N	Mean (Item 11) ⁶³	Std. Deviation
BA Secondary Education in Mathematics	3	5.00*	0.000
BA Special Education	5	4.80*	0.447
BA Secondary Education in History	1	5.00*	0.000
BA Secondary Education in Spanish	7	4.14*	0.900

⁶² Satisfaction of Candidates at completion: Performance Standard Expected point average = 4.00 or above in a 5-points scale (80%). [* = Accomplished]

⁶³ Item 11: The contents of the courses taken developed in me the ability to effectively use the instructional materials, in such a way that they help the acquisition of the concepts, skills and desirable attitudes in the students.

All Terms, Majors	n/N	Mean (Item 11)⁶³	Std. Deviation
BA Teaching English as a Second Language at the Secondary Level	5	5.00*	0.000
BA Secondary Education in Biology	4	4.75*	0.500
BA Secondary Education in Social Studies	1	3.00	0.000
BA Physical Education at Elementary Level	4	5.00*	0.000
BM Music Education: Instrumental	10	3.90	0.876
BM Music Education: General-Vocal	19	4.53*	0.841
BA Teaching English as a Second Language at the Elementary Level	2	3.50	0.707
BA Adapted Physical Education	1	5.00*	0.000
BA Early Childhood: Elementary Level (K-3)	6	4.67*	0.516
BA Early Childhood: Elementary Level (4-6)	2	5.00*	0.000
BA Early Childhood: Pre-school Level	2	5.00*	0.000
BA Visual Arts: Art Education	4	4.25*	0.957
Total/Mean	76	4.50*	0.775
ANOVA One-Way			Sig.
Between Groups			0.044
Within Groups			Sig diff
Academic Terms, All Majors	n/N	Mean (Items 20 & 21)	Std. Deviation
January to May 2018 (Spring 2018)	28	4.32*	0.945
August to December 2018 (Fall 2018)	14	4.57*	0.756
January to May 2019 (Spring 2019)	21	4.52*	0.602
August to December 2019 (Fall 2019)	13	4.77*	0.599
Total/Mean	76	4.50*	0.775
ANOVA One-Way			Sig.
Between Groups			0.368
Within Groups			No sig diff

General analysis: Local Assessment Instrument PD-10 Satisfaction of Candidates at completion:

- 16 of 18 majors have answered the Satisfaction Survey as Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- Of them, 13 majors (N=76) express satisfaction with the accomplishment of InTASC Standard 8 *Instructional Strategies* (81.25%).
- BA Secondary Education in Social Studies (n=1), BM Music Education: Instrumental (n=10), and BA Teaching English as a Second Language at the Elementary Level (n=2) expressed non-satisfaction in the Item 11 from the Satisfaction Survey.
- The means (N=76, mean = 4.50 ±0.775) reflected no significant statistical differences in the evaluation between and within terms ($p=0.368$), but reflected significant differences in the satisfaction of Candidates at Completion between and within majors ($p=0.044$).

Conclusion: In general, majors express satisfaction with the accomplishment of InTASC Standard 78 *Instructional Strategies* measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*.

InTASC: Professional Responsibility

Standard #9: Professional Learning and Ethical

The InTASC’s standard # 9 *Professional Learning and Ethical* was measured in four academic terms with three local Assessment instruments.

First Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors

Table 44

*Local Assessment Instrument: PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*⁶⁴

All Majors by Term	N	Evaluators	Items: 16, 17 & 18			
			Mean Initial Evaluation & SD	Mean Final Evaluation & SD	Mean differences (Final-Initial)	Significant differences t-Test ($p < 0.05$)
Spring 2018	30	Cooperating Teacher	2.87 0.367	2.92* 0.290	0.05 -0.077	0.545 No sig diff
		University Supervisor	2.92 0.143	3.00* 0.000	0.08 -0.143	0.004 Sig diff
Fall 2018	15	Cooperating Teacher	2.96 0.117	3.00* 0.000	0.04 -0.117	0.153 No sig diff
		University Supervisor	2.93 0.138	2.97* 0.086	0.04 -0.052	0.299 No sig diff
Spring 2019	22	Cooperating Teacher	2.98 0.071	3.00* 0.000	0.02 -0.071	0.323 No sig diff
		University Supervisor	2.89 0.159	2.90* 0.216	0.01 0.057	0.446 No sig diff
Fall 2019	13	Cooperating Teacher	2.80 0.411	2.90* 0.310	0.10 -0.101	0.568 No sig diff
		University Supervisor	2.87 0.403	2.97* 0.092	0.10 -0.311	0.839 No sig diff
In general	80	Cooperating Teacher	2.90 0.322	2.96* 0.150	0.06 -0.172	0.397 No sig diff
		University Supervisor	2.90 0.212	2.96* 0.171	0.06 -0.041	0.397 No sig diff

N/A = Not measured/Cannot be calculated; N/C = No enrollment of Candidates at Completion

⁶⁴ Evaluation of Candidates at completion: Performance Standard for PD-1R to PD-6R = 2.40 or above from a 3-point scale (Adequate). [* = Accomplished]

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*:

- 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 9 *Professional Learning and Ethical* in their final evaluation by the Cooperating Teachers, and by University Supervisors.
- The general mean (N=80) reflected no significant statistical differences in Cooperating Teachers and in University Supervisors evaluations when final evaluation was compared with initial evaluation.
- The general mean (N=80) reflected no significant statistical differences in Cooperative Teachers and University Supervisors evaluations when final evaluation was compared with initial evaluation.

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 9 *Professional Learning and Ethical* in their final evaluation by the Cooperating Teachers and the University Supervisors as measured by local Assessment instrument *PD-1R to PD-6R Evaluation of Candidates at completion by Cooperating Teachers and University Supervisors*.

Second Local Assessment Instrument: PD-7 Rubric for Portfolio of Candidates at completion in the clinical course (Evaluation by University Supervisors)

Table 48

*Local Assessment Instrument: PD-7 Portfolio Rubric by University Supervisors*⁶⁵

Terms, All Majors (Items 1, 2, 4 & 5) ⁶⁶		N	Mean	Std. Deviation
January to May 2018 (Spring 2018)		30	3.74*	0.562
August to December 2018 (Fall 2018)		15	3.93*	0.217
January to May 2019 (Spring 2019)		22	3.85*	0.576
August to December 2019 (Fall 2019)		13	3.83*	0.476
Total/Mean		80	3.82*	0.502
ANOVA One-Way			Sig.	
Between Groups			0.366	
Within Groups			No sig diff	

⁶⁵ Portfolio Rubric: Performance Standard = 2.50 or above from a 4-point scale (Adequate). [* = Accomplished]

⁶⁶ Item 1: Self-presentation-The autobiography includes very relevant aspects in their academic-professional and personal development. Item 2: Conceptual understanding-Essay with his vision of Education (philosophy). Conceptual understanding very convincingly presents his educational philosophy, conceptions of the teacher and the school in the environment. Item 4: Development activities-Professional development activities very convincingly highlight their added value. Item 3: Reflections The reflections show a very deep analysis of what has been learned and the areas to be strengthened.

Analysis for all academic terms (Spring 2018, Fall 2018, Spring 2019 & Fall 2019): Local Assessment Instrument *PD-7 Portfolio Rubric by University Supervisors*:

- 16 majors have evaluations for Candidates at Completion enrolled in the final clinical course of 18 majors at the Initial-Level TEP (88.89%).
- In general, all majors evaluated (N=80) accomplished the performance standard for InTASC Standard 9 *Professional Learning and Ethical* in their final evaluation (100%) by University Supervisors.
- The general mean (N=80) reflected no significant statistical differences in University Supervisors evaluations between and within majors and between and within terms.

Conclusion: For all terms evaluated, all majors accomplished the performance standard for InTASC Standard 9 *Professional Learning and Ethical* according to the University Supervisors as measured by local Assessment instrument *PD-7 Portfolio Rubric by University Supervisors*.

Third Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion

Table 47

*Local Assessment Instrument: PD-10 Satisfaction of Candidates at completion*⁶⁷

Academic Terms, All Majors	n/N	Mean (Items 2 & 9) ⁶⁸	Std. Deviation
January to May 2018 (Spring 2018)	28	3.88	1.284
August to December 2018 (Fall 2018)	14	4.43*	0.695
January to May 2019 (Spring 2019)	2	3.62	1.561
August to December 2019 (Fall 2019)	13	4.27*	1.168
Total/Mean	76	3.97*	1.299
ANOVA One-Way			Sig.
Between Groups			0.464
Within Groups			No stat diff

General analysis: Local Assessment Instrument *PD-10 Satisfaction of Candidates at completion*:

⁶⁷ Satisfaction of Candidates at completion: Performance Standard Expected point average = 4.00 or above in a 5-points scale (80%). [* = Accomplished]

⁶⁸ Item 8: In the courses taken, the integration and use of technology was promoted. 9: The courses taken promoted the implementation of research in the classroom. 16: The curricular contents comply with training me for my own mastery in difficult situations, handling them and looking for adequate solutions to solve them. Item 17: The courses designed in the Program enabled me to properly use techniques for managing behavior in the classroom. 18: The learning experiences were useful for training me in the distribution of class time and carrying out the scheduled activities. 19: The contents of the courses meet the expectation of training me to establish clear and precise communication that promotes appropriate behavior in the classroom.

- 16 of 18 majors have answered the Satisfaction Survey as Candidates at Completion enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- Candidates at Completion expressed satisfaction with items 2 and 9 related to InTAS’s Standard 9 in 2 of 4 academic terms (50%): Fall 2018 & Fall 2019.
- The general mean (N=76) was 3.977 ± 1.299 (Not-satisfied with the accomplishment of InTASC Standard 9, heterogeneous).
- The general mean (N=76) reflected no significant statistical differences between and within academic terms ($p = 0.464$).

Conclusion: The 50% of terms evidenced the satisfaction with the accomplishment of InTASC Standard 9 *Professional Learning and Ethical* as measured by local Assessment instrument *PD-10 Satisfaction of Candidates at completion*.

Standard #10: Leadership and Collaboration

The InTASC’s standard # 10 *Leadership and Collaboration* was measured in four academic terms with one local Assessment instrument.

Table 48

*Local Assessment Instrument: PD-14 Dispositions of Candidates at Completion by Cooperating Teachers and University Supervisors*⁶⁹

Academic Terms, All Majors (Items 5 & 13)⁷⁰	n/N	Cooperative Teacher and University Supervisor Mean and SD
January to May 2018 (Spring 2018)	30	4.82* \pm 0.380
August to December 2018 (Fall 2018)	15	4.88* \pm 0.332
January to May 2019 (Spring 2019)	22	4.93* \pm 0.251
August to December 2019 (Fall 2019)	12	4.78* \pm 0.422
Total/Mean	79	4.86* \pm 0.359
ANOVA One-Way		Sig.
Between Groups		0.255 No stat diff
Within Groups		

Analysis for all academic terms: Local Assessment Instrument *PD-10 Evaluation of Candidates at completion’s Disposition by Cooperating Teachers and University Supervisors:*

⁶⁹ PD-14: Expected point average (total points= 100) of 80% (“B”) or 4.00 points of above in a 5-points scale. [* Accomplished]

⁷⁰ The Candidate at Completion: Item 5 Applies a positive approach to problem solving. Consistently engages in problem solving; offers alternatives consistently. Item 13 Reflect on teamwork and its importance in the working relationship with fellow practitioners and the school community. Encourage teamwork both with fellow practitioners and with the school community, with respect, disposition and commitment.

- 16 of 18 majors have evaluation for Candidates at Completion's disposition enrolled in the final clinical course at the Initial-Level TEP (88.89%).
- All academic terms evidenced the accomplishment of InTASC Standard 10 *Leadership and Collaboration* in the dispositions of Candidates at Completion as evaluated by the Cooperating Teachers and University Supervisors.
- The mean (N=79, mean = 4.86 ± 0.359) reflected no significant statistical differences in Cooperating Teachers and University Supervisors evaluations between and within terms ($p=0.255$).

Conclusion: All majors accomplished the performance standard for 10 *Leadership and Collaboration* in the dispositions of Candidates at Completion as evaluated by the Cooperating Teachers and University Supervisors.

CAEP: Stipulation (ITP)

1 Content and Pedagogical Knowledge

The EPP did not provide evidence that ensures candidates demonstrate skills and commitment that afford all P-12 students access to college- and career-ready standards. (component 1.4)

Answer: We aligned course Syllabi to college- and career-ready standards as well as revised local Assessment instruments to these standards. We had meetings with Academic and Students Affairs offices in order to establish a collaboration process to data gathering to answer this AFI. We made statistical analysis of data gathered through local Assessment instruments in four terms (Spring 2018, Fall 2018, Spring 2019 and Fall 2019) that will be shared in Self-Study Report in October 2020. From June to September 2020, we are going to analyse Syllabi according to college- and career-ready standards, and since Fall 2020, we are going to begin new data gathering.

CAEP: Areas for Improvement (ITP)

2 Clinical Partnerships and Practice

The EPP did not provide sufficient evidence on how the EPP and their P-12 partners evaluate clinical educators and university supervisors. (component 2.2)

Answer: We designed and validated new instruments to fulfill this AFI. We were going to begin data gathering in Spring 2020, but it was not possible due to earthquakes and COVID-19 pandemic. Since Fall 2020, we are going to begin new data gathering.

CAEP: Areas for Improvement (ITP)

2 Clinical Partnerships and Practice

The EPP did not provide sufficient evidence that it works with partners to design clinical experiences of sufficient diversity, depth, and breadth. (component 2.3)

Answer: We had meetings with Faculty of EPP-Initial Level committees in order to revise our partnerships procedures to enhance and obtain enough diversity, depth, and breadth evidences. From Fall 2020, we are going to begin new data gathering.

CAEP: Areas for Improvement (ITP)

3 Candidate Quality, Recruitment, And Selectivity

The EPP did not provide sufficient evidence of efforts to address recruitment needs for shortage fields. (component 3.1)

Answer: We had meetings with Academic and Students Affairs offices in order to establish a collaboration process to data gathering to address this important concern. This process will be designed in Fall 2020, and implemented in Spring 2021.

CAEP: Areas for Improvement (ITP)

4 Program Impact

The EPP did not provide sufficient evidence of multiple measures related to completer impact on P-12 learning and development. (component 4.1)

Answer: We had meetings with Faculty of EPP-Initial Level committees in order to revise our partnerships procedures. The revised procedures will be designed and implemented since Fall 2020.

CAEP: Areas for Improvement (ITP)

4 Program Impact

The EPP did not provide sufficient evidence on the analysis, evaluation, and interpretation of data related to employer satisfaction regarding completers' impact on P-12 learning. (component 4.3)

Answer: We had meetings with Faculty of EPP-Initial Level committees in order to revise our partnerships procedures to answer this AFL. The revised procedures will be designed and implemented since Fall 2020.

CAEP: Areas for Improvement (ITP)

5 Provider Quality Assurance and Continuous Improvement

The EPP did not provide sufficient evidence of a quality assurance system comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (component 5.1)

Answer: We have a QAS, and it was presented to the Visiting Team from CAEP in May 2019. We had meetings with Faculty of EPP-Initial Level committees in order to revise our QAS procedures, measures and evidences. The revised QAS will be implemented since Fall 2020.

CAEP: Areas for Improvement (ITP)

5 Provider Quality Assurance and Continuous Improvement

The EPP did not provide sufficient evidence of a quality assurance system that relies on actionable measures, which can be used for program improvement and operational effectiveness. (component 5.2)

Answer: We have a QAS, and it was presented to the Visiting Team from CAEP in May 2019. We had meetings with Faculty of EPP-Initial Level committees in order to revise our QAS procedures, measures and evidences. The revised QAS will be implemented since Fall 2020.

CAEP: Stipulation (ITP)

5 Provider Quality Assurance and Continuous Improvement

The EPP did not provide evidence of acting upon complete impact data for decision-making related to programs, resource allocation, and future direction. (component 5.4)

Answer: We had meetings with Faculty of EPP-Initial Level committees in order to revise our decision-making process for acting upon complete impact and to revise programs, resources allocation, and future direction in order to give answer to this Stipulation. We were going to begin data gathering in Spring 2020, but it was not possible due to earthquakes and COVID-19 pandemic. From June to December 2020, we are going to revise gathered data to re-analyzed them according to college- and career-ready standards. Since Fall 2020, we are going to begin new data gathering.

CAEP: Stipulation (ITP)

5 Provider Quality Assurance and Continuous Improvement

The EPP does not assure that appropriate stakeholders, including alumni, employers, practitioners and school partners are involved in program evaluation, improvement, and identification of models of excellence. (component 5.5)

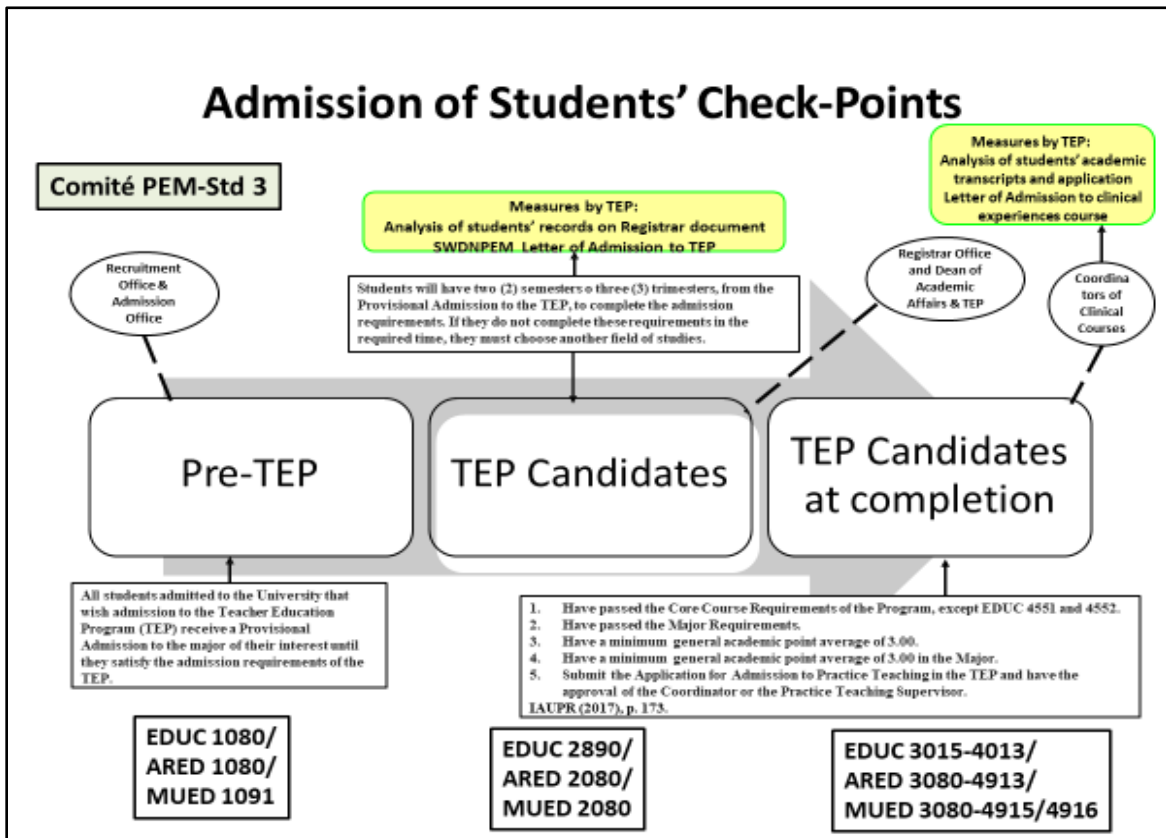
Answer: We have meetings with Faculty of EPP-Initial Level committees, and with Academic and Student Affairs offices in order to revise our partnerships procedures to answer this Stipulation. Due to the earthquakes, and the COVID-19 pandemic, we could not design and implement new strategies to assure that appropriate stakeholders will be involved in program evaluation, improvement, and identification of models of excellence. We are going to implement the revision of our partnerships procedures to answer this Stipulation in Fall, 2020.

Continuous Improvement

Pending to be completed due to delay described before.

The revised Quality Assurance System (QAS) of our EPP at Initial-Level, that will be applied to data gathering for the answers of all AFI's and Stipulations since Fall, 2020, is presented in this 2020 Annual Report.

QUALITY ASSURANCE CYCLE FOR TEP San Germán Campus (November 2019)



Students' Records

Registrar Office
(All students)

Students' Records

- The official records of TEP's enrolled candidates are in custody of the Registrar's Office.
- The TEP has records of its students where it keeps evidences of their admission, enrollment and satisfactory academic progress processes.
- The Coordinators of Teaching Practice (EDUC, ARED and MUED) has under his/her care the files of the candidates during clinical courses. In these, the evidences of their executions are kept, including the documents of admission and final evaluation.

TEP
(Candidates and Completers)

Clinical Experiences Office
(Candidates at Completion)

Comité PEM-Std 3

Satisfactory academic requirements for TEP's students

Required academic index in the Teacher Education Programs, from 121-128 credits:	<ul style="list-style-type: none"> •Percentage of approved credits: 0-36%; Progressive academic index (of 4.00-point scale): 2.50 •Percentage of approved credits: 37-55%; Progressive academic index (of 4.00-point scale): 2.75 •Percentage of approved credits: 56-74%; Progressive academic index (of 4.00-point scale): 2.90 •Percentage of approved credits: 75-100%; Progressive academic index (of 4.00-point scale): 3.00.
Required academic index in the Teacher Education Programs, from 130-137 credits:	<ul style="list-style-type: none"> •Percentage of approved credits: 0-34%; Progressive academic index (of 4.00-point scale): 2.50 •Percentage of approved credits: 35-52%; Progressive academic index (of 4.00-point scale): 2.75 •Percentage of approved credits: 53-69%; Progressive academic index (of 4.00-point scale): 2.90 •Percentage of approved credits: 70-100%; Progressive academic index (of 4.00-point scale): 3.00.
Required academic index in the Teacher Education Programs, from 138-147 credits:	<ul style="list-style-type: none"> •Percentage of approved credits: 0-32%; Progressive academic index (of 4.00-point scale): 2.50 •Percentage of approved credits: 33-48%; Progressive academic index (of 4.00-point scale): 2.75 •Percentage of approved credits: 49-64%; Progressive academic index (of 4.00-point scale): 2.90 •Percentage of approved credits: 65-100%; Progressive academic index (of 4.00-point scale): 3.00.
Other norms:	<ul style="list-style-type: none"> •Student must comply with the institutional norm of credits attempted and approved. •Students that do not comply with the Satisfactory Academic Progress Norm of the University will be subject to the provisions established in said norm.

Registrar Office,
Dean of Academic Affairs & TEP

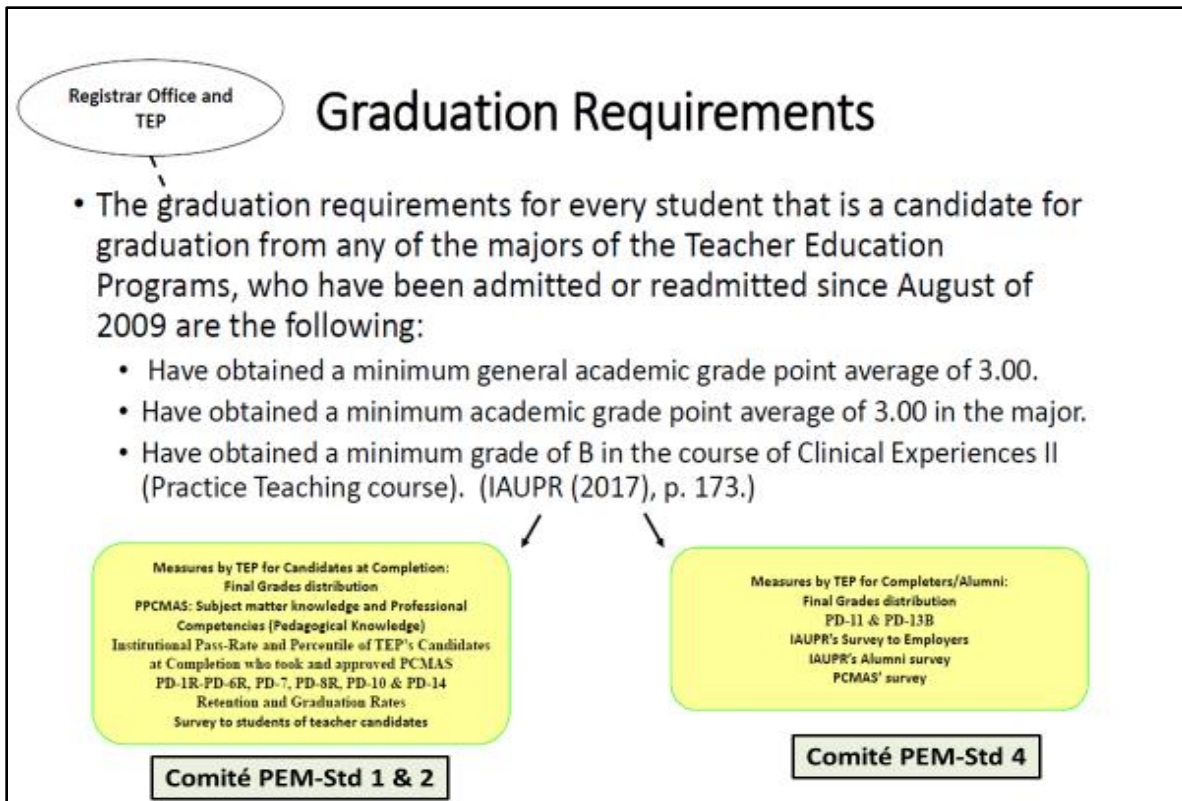
Academic contract

Student

Measures by TEP:

- Final Grades distribution
- Departmental exams
- Fundamental knowledge and communication skills
- Institutional Pass-Rate and Percentile of TEP's Candidates at Completion who took and approved PCMAS
- FD-1R-PD-6R, PD-7, PD-8R, PD-10 & PD-14
- Retention and Graduation Rates
- Survey to students of teacher candidates

Comité PEM-Std 3



Preparer's Authorization

Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2020 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name: Dr. Elba T. Irizarry-Ramírez

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is

opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount complete data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge