

***ANNUAL REPORT: 2014-2015  
OF THE TEACHER EDUCATION PROGRAM (TEP)\****

Submitted to the Council for the Accreditation of Education Preparation (CAEP) by:

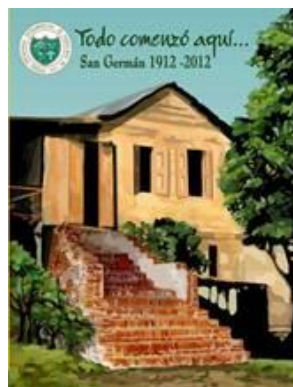
Prof. Agnes Mojica, Chancellor  
Dr. Nyvia I. Alvarado, Dean of Studies

Primary Authors:

Dr. Miriam Padilla, Director Department of Education and Physical Education  
Dr. Elba T. Irizarry, Coordinator of TEP's Accreditation

Supporting Authors:

Faculty and Staff  
Teacher Education Program



April 15, 2016

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\* Accredited by the Teacher Education Accreditation Council (TEAC) until June, 2019.

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**ANNUAL REPORT OF THE TEACHER EDUCATION PROGRAM (TEP)  
AT THE SAN GERMAN CAMPUS  
OF THE INTER AMERICAN UNIVERSITY OF PUERTO RICO  
(For Academic Year 2014-2015, posted on April, 2016)**

**Introduction**

The TEP is an institutional program offered in eight campuses or institutional units of the Inter American University of Puerto Rico. Its conceptual framework is included in the *General Catalog 2015-2016* (IAUPR, 2015). This program includes general education requirements, in addition to the major and core courses' components. The TEP is exactly the same for all campuses that are authorized to offer it.

The San Germán Campus offers a Bachelor of Arts degree in Preschool Level Education; Early Childhood Education (levels K-3<sup>rd</sup> and 4<sup>th</sup>-6<sup>th</sup>), Secondary Education (Biology, Chemistry, History, Mathematics, Social Studies, Spanish, and English); Physical Education and Recreation (Elementary and Secondary levels, and Adapted); Special Education; Teaching English as a Second Language (Elementary and Secondary levels); Art Education; and Music Education. These options or majors meet the requirements for teacher certification granted by the Department of Education of Puerto Rico (DEPR, 2012). During academic year 2014-2015, TEP has one dormant program: the B.A. in School Health. Its moratorium was proposed to the Council of Education in Puerto Rico (five-years period). The former B.A. in Secondary Education in Science in the Junior High School was eliminated after five years of moratorium that was accepted by the Council of Education in Puerto Rico.

The TEP's organizational chart is presented in Figure I. It is one program that is administered by two academic departments. The Department of Education and Physical Education is in charge of the options or majors: Early Childhood: Pre-school, K-3<sup>rd</sup> and 4<sup>th</sup>-6<sup>th</sup>; Teaching English as a Second Language (TESL): Elementary and Secondary; Special Education; School Health; Physical Education: Elementary, Secondary, Adapted; and Secondary Education: Biology, Chemistry, History, Mathematics, Social Studies, and Spanish. The Department of Fine Arts administered the options or majors: Arts Education (Visual Arts), and Music Education (General-Vocal, and Instrumental).

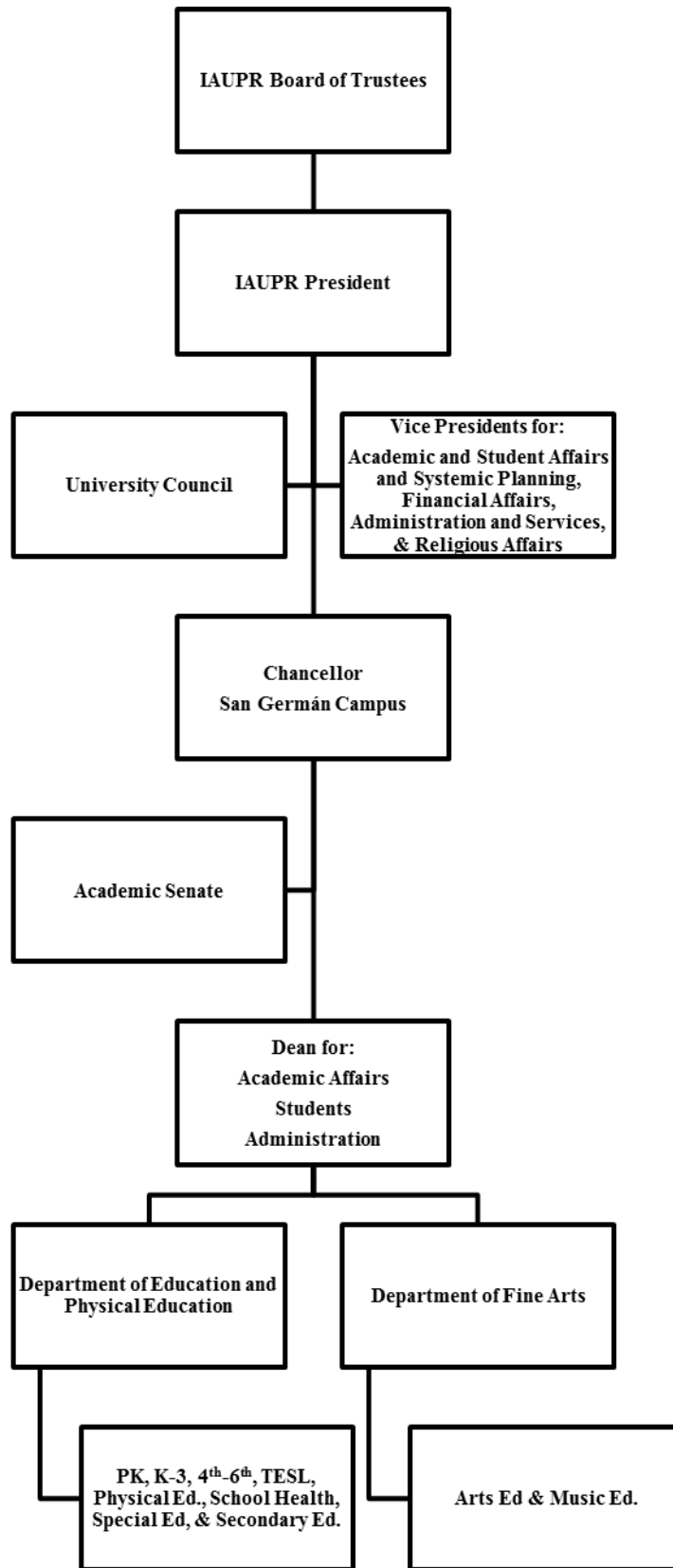


Figure 1. TEP's Organizational Chart

## 1. General information about the Teacher Education Program (TEP)

### 1.1 Curriculum framework

In July 2014, the TEP was revised and established its theoretical and methodological frame. It is presented as follows (Inter American University of Puerto Rico, IAUPR, 2015):

“The Teacher Education Program (TEP) of Inter American University of Puerto Rico (IAUPR) constitutes an answer to the needs and aspirations of a society in constant change and to the requirements of the Certification of Teachers Regulations of the Puerto Rico Department of Education. For this, it takes as its basis the Vision, the Mission and the Goals of IAUPR, the University’s conception of an educated person, the Professional Standards of Teachers adopted by the Puerto Rico Department of Education, and the “Standards of Accreditation” of the Council for the Accreditation of Educator Preparation (CAEP).

**Theoretical and Methodological Frame of the TEP.** The Teacher Education Program has a psycho philosophical foundation of a behaviorist, constructivist and humanist character. This approach can be considered as an eclectic conceptual model, which allows the Program to integrate, in an organized way, principles of the three theoretical frames in its curricular designs and in its pedagogical practice leading to the formation of the future teacher. This frame of theoretical and methodological reference will serve as a guide of the TEP for decision making and actions related to its development and its curricular revision and assessment processes, in harmony with the highest standards of quality and educational excellence.

It could be indicated, that although the TEP is based on an eclectic conceptual paradigm, it gives more emphasis to the constructivist and humanist theoretical perspectives. Under the constructivist perspective the aspiring teacher is considered as an active and totally reflective person in his professional formation process. On the other hand, the humanist approach orients the educational process of the future teacher towards his integral development as a being human, in such a way, that he contributes his competencies of knowledge, skills, attitudes and values to improve the quality of life of his students and society.

It is important to mention that during the last half of the last century, and during the part of the current century that has past, education in Puerto Rico has been framed, generally, in two learning theories: the behavioral theory and the cognitive theory. In the last decades the idea of a constructivist approach in learning and in the curriculum has acquired particular interest among educators. The psychological frame of constructivism is delimited by cognitive theories of learning, and within the curriculum of the TEP, it is founded on a humanist basis of education.

From the perspective of the philosophy and psychology of education, constructivism presents a coherent explanation of how a person learns by means of an active process of construction of knowledge through significant experiences, whereas the humanist vision in the curriculum promotes the professional and social commitment of the future teacher to attend to the educational needs and interests of the diverse student populations, with sensitivity. This implies that all teacher education programs must provide a wide variety of educational

experiences for the academic formation of the aspiring teachers, directed toward the maximum development of a pedagogical culture. These practical and formative educational experiences will permit the future teacher to establish a connection between the theoretical knowledge and the pedagogical practice, in a pertinent context of human formation.

In order to give direction to its vision, mission and declaration of goals statements, the TEP uses the professional standards of teachers established by the Puerto Rico Department of Education and by the CAEP. These standards have as their main purpose to delineate the professional characteristics that the teacher must have to achieve that the students develop, in an integral way, their capacities and potentialities to the maximum in all dimensions as human beings, within a context of a culture of peace and acceptance of diversity. In addition, these standards establish the indicators of the qualities that the teachers must have to facilitate their students' learning of knowledge, skills and attitudes. It is important to indicate that the standards also serve the teacher as parameters for him to reflect on his continuous professional development and how this must be in harmony with the learning needs of his students.

In synthesis, the task of educational formation is a complex one and is a great social responsibility. In order to assume this responsibility, the TEP has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an effective means to improve its quality of life.

**Vision of the TEP.** The Program aspires to develop a series of integrated educational experiences, focused on the professional formation of a teacher of excellence. That is to say, that the teacher will contribute to the educational scenario with his professional competencies of knowledge, skills and attitudes necessary to promote changes and answers adapted to the educational environment. Primarily, the Program aims to prepare a teacher, who is knowledgeable of the problems of education in Puerto Rico and in other countries, in such a way that he will be able to collaborate in the process of constructive changes that will improve his quality of life and that of others.

**Mission of the TEP.** The Program is directed to the formation of teachers within a curriculum that provides an accumulation of articulated experiences which, at the same time, provides space for the construction of the pedagogical knowledge and content that will develop the future teacher. These experiences will be characterized by continuous reflection, practice in real scenarios, research, collaboration, relevance of the contents, pedagogical modeling and the search and use of means that will provide solutions to the typical problems of the teaching-learning processes in different contexts. In this curriculum the components of the general education, core and major courses will be integrated.

**Goals of the TEP.** In harmony with the vision and the mission for the TEP, the following goals, in coherence with the profile of competencies of graduates of the Program, are established.

1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical and humanist culture.

2. Promote research, the management of information and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system.
3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.
4. Promote the solution of problem related to the educational environment within the frame of ethical, legal and social responsibility that regulates the profession.
5. Develop educational leaders committed to their professional development as a means to promote a better pedagogical practice and, therefore, a better quality of life within the context of a culture of peace.

**General Objectives of the TEP.** The Program aims to achieve the following general objectives:

1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.
2. Use research, the sources of information and technological advances on which to base the development of educational innovations.
3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.
4. Apply the ethical, legal and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.
5. Show commitment to the continuous improvement of the required professional competencies in the field of education.

**Profile of the Competencies of Graduates of the TEP.** This Program is designed to develop the general competencies, tied to the core courses that will permit students to:

### **Knowledge**

To know and understand:

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.
2. The processes of construction of cognitive, affective and psychomotor learning through the different stages of human development.

3. The importance of the creation of a harmonious physical and social environment that is adjusted to the diversity of the social groups and to the individual needs and interests of the students.
4. The laws, regulations and procedures of the educational system, as well as the ethical, legal and social implications of their professional performance.
5. The implications and importance of the integration of parents and other sectors of society in the educational task of the school community.

### **Skills**

1. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education.
2. Plan student learning by integrating educational strategies with a scientific base into instructional design.
3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject matter they teach.
4. Apply the complementary processes of evaluation, assessment and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning.
5. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.
6. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.
7. Use a variety of educational and technological resources to facilitate learning in diverse student populations.
8. Use communication skills in an effective way to develop in the students the understanding of how they learn.

### **Attitudes**

1. Show respect and tolerance to individual and cultural differences of students in the educational scenario.
2. Show a positive and binding attitude between professional development and the academic needs of the students.



3. Show a critical and creative attitude towards the management of information available in different sources related to the teaching discipline and to the field of education.
4. Assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students.

The University offers study programs for the Bachelor of Arts degree in Early Childhood Education: Preschool Level, Elementary Level (K-3), Elementary Level (4-6), Special Education, Secondary Education, Physical 171 Education, School Health, Musical Education and Art Education. These programs meet the requirements for teacher certification granted by the Puerto Rico Department of Education. Students who have had previous satisfactory teaching experience may be exempt from the teaching internship if they request it.

This exemption will be subject to the following conditions:

A. The student has been teaching full time for two academic years within the last four years, in a school accredited by the Puerto Rico Department of Education. Has taught in accredited private schools, Head Start Centers, or in the accredited school system of the United States. A written certification issued by the Office of Teacher Certification of the Department of Education is required.

B. The student pays 50% of the registration cost of the courses Experiences in Educational Environment I and II for the final validation of the credits.

C. The experience to be credited by the University corresponds to the requirements for the degree that the student hopes to obtain from the Institution. Public as well as private schools serve as daytime laboratories for the students to acquire experience in the area of teaching and learning.” (pp. 168-171)

In the other hand, the IAUPR curricula are composed of three interrelated components: general education, majors (specialization) and electives, which address the holistic development of the student in terms of a liberal arts education (IAUPR, 2015). The TEP’s curriculum consists of the following components:

1. **General Education** – The General Education Program emphasizes the development of a personal and social conscience, the refinement of communication skills, quantitative and philosophical thought; the use of technology as a means of access to information; the cultivation of ethical and esthetical sensitivity; the knowledge of principles of faith and Christian practice. This Program, which offers a comprehensive education of human knowledge, is structured on the following categories: Basic Skills; Philosophic and Esthetic Thought; Christian Thought; Historic and Social Context; Scientific and Technological Context; and Health, Physical Education and Recreation. Fifty four (54) credits are required in General Education for the TEP.

2. **Core courses** – This component includes the education courses that offer professional knowledge to the teacher candidate. Its areas are: Fundamental Knowledge, Methodology, and Field and Clinical Experiences. Two new courses were added titled EDUC 4551 *Integration of Basic Knowledge and Communication Skills* and EDUC 4552 *Integration of Professional Skills*. The approval of these courses is a requirement for obtaining authorization to take the Teacher Certification Standardized Tests known as *Pruebas para la Certificación de Maestros de Puerto Rico* (PCMAS, their Spanish acronym). It is also included the course HIST 3010 *Historical Process of the United States of America* which is required by the Department of Education of Puerto Rico, DEPR, for the teacher certification (DEPR, 2012).

3. **Major courses** – The major includes the courses oriented toward the specific subject-matter and pedagogical knowledge for the teacher candidate.

4. **Specialization courses** – The specialization requirement is present in the Physical Education Major, where the teacher candidate selects a specialized area (Adapted, Elementary Physical Education and Secondary Physical Education).

5. **Electives courses** – Electives refer to free courses that the teacher candidate can take according to his/her interests and needs.

## 1.2 Majors

The majors, components and total of credits in active majors of the TEP in the San Germán Campus are presented in Table 1. The difference in the number of credits is due to the process of curricular revision that the TEP underwent in the last years. The changes had taken into account the changes in the requirements of de DEPR for the teacher certification or license, and the areas that need to be strengthened according to the results of the Teacher Certification Standardized Tests (PCMAS).

Table 1.

*Majors, Components and Total Credits of Majors in the TEP in the San Germán Campus (DEPR, 2015)*

Majors of TEP	Code	Components						Total Credits
		Gen. Education	Core	Major	Prescriptive Distri-butives	Specia-lization	Elec-tives	
BA in Sec. Educ: Teach of Mathematics	128	51	41	35	---	---	3	130
BA in Special Education	136	54	37	27	---	---	3	121
BA in Sec. Educ: Teaching of History	144	48	38	39	---	---	6	131
BA in Sec. Educ: Teaching of Spanish	145	51	41	37	---	---	3	132

Majors of TEP	Code	Components						Total Credits
		Gen. Education	Core	Major	Prescriptive Distributives	Specialization	Electives	
BA in Sec. Educ: Teach of English as Second Language	147	51	39	34	---	---	3	127
BA in Sec. Educ: Teaching of Biology	174	51	41	48	---	---	3	143
BA in Sec. Educ: Teaching of Physical Education at Secondary Level	176	51	32	36	---	12	3	134
BA in Sec. Educ: Teach of Social Studies	177	51	38	36	---	---	3	128
BA in Elementary Educ: Teaching of Physical Education at Elementary Level	178	51	32	36	---	12	3	134
BA in Sec. Educ: Teaching Of Chemistry	187	51	44	49	---	---	3	147
BM in Music Education: Instrumental**	191	48	31	65	6	---	3	153
BM in Music Education: General-Vocal**	192	48	31	65	6	---	3	153
BA in Elementary Educ: Teaching English as Second Language	206	51	39	28	---	---	3	121
BA in Adapted Physical Education	207	51	32	36	---	15	3	137
BA in Teach Elementary Primary Level K-3	236	54	41	29	---	---	3	127
BA in Teach Elementary Primary Level 4-6	237	54	41	30	---	---	3	128
BA in Early Childhood: Pre-School Level	243	54	41	28	---	---	3	126
BA in Visual Arts: Art Education*	254	51	39	48	---	---	3	141
BA in Education: School Health ♦♦	267	51	41	29	---	---	3	124
<b>Mean of credits</b>		<b>51</b>	<b>38</b>	<b>39</b>	<b>6</b>	<b>13</b>	<b>3</b>	<b>134</b>

\* - Majors of the Academic Department of Fine Arts.

♦ - Change in the components of the BM (IAUPR, 2015).

♦♦ - Major change in Fall, 2015: Dormant program - Moratorium proposed to the Council of Education in Puerto Rico (five-year period)

--- - No credits assigned

The general and specific requirements for TEP majors can be obtained in *General Catalog 2015-2017* (IAUPR, 2015) at <http://documentos.inter.edu/docs/index.php?article=212>.

### **1.3 General requirements**

#### **Admission requirements for the Teacher Education Program**

According to the *General Catalog 2015-2017* (IAUPR, 2015): “All students admitted to the University that seek admission to the Teacher Education Program will be classified under the PRE-TEP until they are officially admitted to the TEP major of their interest.

When requesting admission and readmission to the Teacher Education Program, students must meet the following requirements:

1. Have a minimum general point average of 2.50 at the university level.
2. Have earned a minimum of 18 university credits, among these are:
  - a. EDUC 1080 (Field Experience in the Educational Scenario I), or its equivalent, with a minimum grade of B.
  - b. EDUC 2021 (History and Philosophy of Education) or EDUC 2022 (Society and Education) or EDUC 2031 (Developmental Psychology), with a minimum grade of B.
  - c. GESP 1101 (Literature and Communication: Narrative and Essay) and 1102 (Literature and Communication: Poetry and Theater), with a minimum grade of B. 164
  - d. GEEN 1101 and 1102 (English as a Second Language I and II) or GEEN 1201 and 1202 (Development of English through Reading I and II) or GEEN 2311 (Reading and Writing) and 2312 (Literature and Writing) with a minimum grade of B. Students wishing to enter the Teaching of English as a Second Language at the Elementary Level program or the Teaching of English as a Second Language at the Secondary Level program must have passed the courses GEEN 2311 Reading and Writing and GEEN 2312 Literature and Writing.
3. Submit, in the corresponding academic department, the Application for Admission to the Teacher Education Program.
4. Students will have three (3) semesters or four (4) trimesters to complete the admission requirements. If they do not complete these requirements in the required time, they must choose another field of studies.

#### **Additional Notes:**

1. Students presenting official evidence of having worked under a teacher or assistant teacher contract during a semester or more will be exempt from taking the course EDUC 1080 – Field Experience in the Educational Scenario I.
2. Students in distance learning courses that require visits to schools must make the corresponding arrangements prior to registering in the courses.

3. The distance learning students of the teacher education program, who are candidates to take the courses of Clinical Experiences in Educational Scenario I and II, will take them in those schools designated by the University as Practice Centers. If there is no practice center available at their place of residence, the student must take them in the designated centers in Puerto Rico.

### **Retention requirements for the Teacher Education Program**

According to the *General Catalog 2013-2015* (IAUPR, 2015, p. 164), the retention requirements for the TEP are:

1. To remain in the Teacher Education Program, students must finish the academic year with a minimum general grade index as indicated below:
  - a. 47 credits or less: 2.50
  - b. 48-71 credits: 2.75
  - c. 72-95 credits: 2.90
  - d. 96 or more credits: 3.00.
2. Student must comply with the institutional norm of credits attempted and approved.
3. Students that do not meet the required grade point index to remain in the Program will be placed on probation for a period no greater than two academic semesters or three trimesters.
4. Students that do not reach the required grade point index during the probationary period will be dropped from the Teacher Education Program.
5. Students dropped from the Program may request admission to or change their major to another field of studies.

### **Admission requirements for the courses Clinical Experiences in the Educational Scenario II (EDUC 4013) or Practice Teaching (Applies to students admitted or readmitted to the Teacher Education Program starting in August of 2009)**

According to the *General Catalog 2013-2015* (IAUPR, 2015, p. 164), the admission requirements for Clinical Experiences courses are:

1. Have passed the Core Course Requirements of the Program, except EDUC 4551 and 4552.
2. Have passed the Major Requirements.
3. Have a minimum grade point average of 3.00.
4. Have a minimum grade point average of 3.00 in the Core Course Requirements, in the Major Requirements and in the Specialization Requirements.
5. Submit the Application for Admission and have the approval of the Practice Teaching Coordinator or Supervisor.

Students in online programs that are candidates for practice teaching must adhere to the requirements established in this Catalog and the regulations of the Department of Education of Puerto Rico. Nonresidents of Puerto Rico must inquire on the procedures established in their place of residence and complete the proper proceedings. The location of the clinical experience

courses will be subject to the approval of the Institution as well as of the pertinent school authorities.” (pp. 171-172)

Public as well as private schools serve as daytime laboratories for the students to acquire experience in the area of teaching and learning.

### **Graduation requirements of the Teacher Education Program**

According to the *General Catalog 2015-2017* (IAUPR, 2015), in order to fulfill the requirements for graduation for the Bachelor of Arts Degree in the Teacher Education Programs: “Every student that is a candidate for graduation from any of the majors of the Teacher Education Programs, who have been admitted or readmitted since August of 2009, must:

1. Have obtained a minimum general grade point average of 3.00.
2. Have obtained a minimum grade point average of 3.00 in the core course requirements.
3. Have obtained a minimum grade point average of 3.00 in the major and specialization.
4. Have earned a minimum grade of B in the course of Clinical Experiences II Practice Teaching course). Graduation Grade Point Indexes for Students Admitted or Re-admitted to the Teacher Education Program before August of 2009.” (pp. 172-173)

The graduation Grade Point Indexes (GPI) for students admitted or re-admitted to the Teacher Education Program before August of 2009 is presented in Table 2.

Table 2.

*Graduation Grade Point Indexes for TEP’s Students (IAUPR, 2015, p. 173)*

<b>Academic year of Graduation</b>	<b>General index in Core, Major and Specialization</b>
2009-2011	2.50
2011-2013	2.80
2013-2014 and beyond	3.00

### **1.4 Teacher Certification of Puerto Rico**

According to the *General Catalog 2015-2017* (IAUPR, 2015): “Student interested in obtaining the teacher certification to teach in Puerto Rico, must fulfill the current requirements of the Department of Education of the Commonwealth of Puerto Rico.

Likewise, students who wish to obtain a teaching certification of another territory, state of the United States of North America or another place of origin, must meet the requirements established in the corresponding jurisdiction.” (p. 173)

## Minor, Alternate Method and Recertification

According to the *General Catalog 2015-2017* (IAUPR, 2015): “Student interested in completing a Minor in Education, or in being certified by the Alternate Method or in being recertified must have a minimum general average of 3.00.” (p. 173)

### 1.4 Alignment of TEP’s core courses

The Education, Art Education and Music Education core courses of the TEP are aligned with the TEP’s claims, the Professional Standards of Teachers in Puerto Rico (DEPR, 2008), the Standards of CAEP (CAEP, 2013) and InTASC Model Core Teaching Standards (CCSSO, 2011). Specific courses descriptions can be obtained in *General Catalog 2015-2016* (IAUPR, 2015<sup>d</sup>) at <http://documentos.inter.edu/docs/index.php?article=212>. The Table 3 presents this alignment.

Table 3.

*TEP’s core courses alignment to the TEP’s Claims, the DEPR standards (DEPR, 2006), and Standards of CAEP (2013) and InTASC (2011)*

TEP’s Core Courses	TEP’s Claims (2015) <sup>♦</sup>	Professional Standards of Teachers (DEPR, 2008) <sup>º</sup>	Standards of CAEP (2013) and of InTASC (2011) *
<b>Fundamentals of Education</b>			
EDUC 2021 HISTORY AND PHILOSOPHY OF EDUCATION	1	2	CAEP: 1 InTASC: 1, 2, 5, 9
EDUC 2022 SOCIETY AND EDUCATION	1, 4.2	2, 4	CAEP: 1 InTASC: 2, 3, 5, 9
EDUC 2031 DEVELOPMENTAL PSYCHOLOGY	1, 4.2	2	CAEP: 1 InTASC: 1, 2, 3, 5
EDUC 2032 LEARNING PSYCHOLOGY	1, 4.2	2, 4, 5	CAEP: 1 InTASC: 1, 2, 3, 5
EDUC 2870 THE EXCEPTIONAL STUDENT POPULATION	1, 4.2	4, 5	CAEP: 1 InTASC: 1, 2, 3, 5
<b>Methodology</b>			
EDUC 2060 USE OF TECHNOLOGY IN EDUCATION	2, 4.1, 4.3	5, 7, 10	CAEP: 1 InTASC: 3, 5, 8
EDUC 3013 TEACHING STRATEGIES	2, 4.1, 4.3	3	CAEP: 1

<b>TEP's Core Courses</b>	<b>TEP's Claims (2015)♦</b>	<b>Professional Standards of Teachers (DEPR, 2008)Ⓞ</b>	<b>Standards of CAEP (2013) and of InTASC (2011) *</b>
			InTASC: 1, 2, 3, 5, 6, 7, 8
EDUC 3187 ENGLISH CURRICULUM, TEACHING AND ASSESSMENT AT THE ELEMENTARY LEVEL (K-6)	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3188 ENGLISH CURRICULUM, TEACHING AND ASSESSMENT AT THE SECONDARY LEVEL	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3470 TECHNOLOGICAL ASSISTANCE, CURRICULUM AND MATERIALS FOR TEACHING STUDENTS WITH DISABILITIES	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 5, 6, 7, 8
EDUC 3564 METHODS AND TECHNIQUES FOR TEACHING SOCIAL SCIENCES	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3565 METHODS AND TECHNIQUES FOR TEACHING HISTORY	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3566 METHODS AND TECHNIQUES FOR TEACHING CHEMISTRY	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3570 TEACHING STRATEGIES, METHODS AND TECHNIQUES FOR STUDENTS WITH DISABILITIES	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 5, 6, 7, 8
EDUC 3863 INSTRUCTIONAL THEORY, METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF BIOLOGY	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3869 INSTRUCTIONAL THEORY, METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF MATHEMATICS AT THE SECONDARY LEVEL	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3875 EDUCATIONAL THEORY,	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2,



<b>TEP's Core Courses</b>	<b>TEP's Claims (2015)♦</b>	<b>Professional Standards of Teachers (DEPR, 2008)º</b>	<b>Standards of CAEP (2013) and of InTASC (2011) *</b>
METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF PHYSICAL EDUCATION AT THE SECONDARY LEVEL 7-12			3, 4, 5, 6, 7, 8
EDUC 3878 METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF PHYSICAL EDUCATION AT THE ELEMENTARY LEVEL	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3885 EDUCATIONAL THEORIES AND TECHNOLOGICAL RESOURCES FOR THE TEACHING OF ADAPTED PHYSICAL EDUCATION	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3886 EDUCATIONAL THEORY, METHODOLOGY, AND TECHNOLOGICAL RESOURCES IN TEACHING SCHOOL HEALTH (K-12)	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 4011 EVALUATION AND ASSESSMENT	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 5, 6, 9
EDUC 4012 CLASSROOM RESEARCH	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 5, 9, 10
EDUC 4035 METHODOLOGY OF TEACHING THE MATERNAL LANGUAGE AND LITERATURE	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 4050 CURRICULUM DESIGN	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 5, 6, 7, 8
ARED 1900 FUNDAMENTALS OF ART EDUCATION	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
ARED 3750 EDUCATIONAL TECHNOLOGY IN ART TEACHING	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 5, 8
ARED 3850 METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8

<b>TEP's Core Courses</b>	<b>TEP's Claims (2015)♦</b>	<b>Professional Standards of Teachers (DEPR, 2008)º</b>	<b>Standards of CAEP (2013) and of InTASC (2011) *</b>
ARED 3851 METHODS IN ART EDUCATION IN THE SECONDARY SCHOOL	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
ARED 4015 EVALUATION, ASSESSMENT AND RESEARCH IN ART TEACHING	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
MUED 4400 ELEMENTARY METHODS: THE TEACHING OF MUSIC or MUED 4401 ELEMENTARY METHODS: THE TEACHING OF MUSIC	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
MUED 4410 SECONDARY METHODS: THE TEACHING OF MUSIC or MUED 4411 SECONDARY METHODS: THE TEACHING OF MUSIC	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
MUED 4436 TECHNOLOGY IN MUSIC EDUCATION	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 5, 8
HPER 2210 FUNDAMENTALS OF THE PHYSICAL EDUCATION DISCIPLINE AND PROFESSION, FUNCTION OF THE TEACHER IN THE DISCIPLINE AND IN SOCIETY	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
HPER 3220 THEORY AND DESIGN OF PHYSICAL EDUCATION PROGRAMS FOR THE ELEMENTARY LEVEL K-6	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
HPER 3230 THEORY AND DESIGN OF PHYSICAL EDUCATION PROGRAMS LEVEL 7-12	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
HPER 4110 EVALUATION, ASSESSMENT AND RESEARCH IN THE TEACHING AND LEARNING OF PHYSICAL EDUCATION K-6	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9
HPER 4120 EVALUATION, ASSESSMENT AND RESEARCH IN THE TEACHING AND LEARNING OF PHYSICAL EDUCATION 7-12	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9
HPER 4130 EVALUATION, ASSESSMENT AND RESEARCH IN THE TEACHING AND LEARNING OF ADAPTED PHYSICAL EDUCATION	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9

<b>TEP's Core Courses</b>	<b>TEP's Claims (2015)♦</b>	<b>Professional Standards of Teachers (DEPR, 2008)Ⓞ</b>	<b>Standards of CAEP (2013) and of InTASC (2011) *</b>
HPER 4140 ASSESSMENT, EVALUATION AND RESEARCH OF TEACHING AND LEARNING IN SCHOOL HEALTH EDUCATION	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9
HPER 4370 THE TEACHING OF PHYSICAL EDUCATION FOR SPECIAL POPULATIONS	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
<b>Field and Clinical Experiences</b>			
EDUC 1080 FIELD EXPERIENCES IN THE EDUCATIONAL SCENARIO I	1.2, 1.3	4, 5	CAEP: 1, 2 InTASC: 1, 2, 3
EDUC 2890 FIELD EXPERIENCES IN THE EDUCATIONAL SCENARIOS II	1.2, 1.3	4, 5	CAEP: 1, 2 InTASC: 1, 2, 3
EDUC 3015 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO I	1.2, 1.3, 4.2	2, 3, 5, 6, 7, 8, 9, 11	CAEP: 1, 2 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9
EDUC 4013 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO II	1.2, 1.3, 4.1, 4.2, 4.3	2, 3, 5, 6, 7, 8, 9, 11	CAEP: 1, 2 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
ARED 1080 FIELD EXPERIENCES IN ART EDUCATION I	1.2, 1.3	4, 5	CAEP: 1, 2 InTASC: 1, 2, 3
ARED 2080 FIELD EXPERIENCES IN ART EDUCATION II	1.2, 1.3	4, 5	CAEP: 1, 2 InTASC: 1, 2, 3
ARED 3080 CLINICAL EXPERIENCES IN ART EDUCATION I	1.2, 1.3, 4.2	2, 3, 5, 6, 7, 8, 9, 11	CAEP: 1, 2 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9
ARED 4913 CLINICAL EXPERIENCES ART EDUCATION II	1.2, 1.3, 4.1, 4.2, 4.3	2, 3, 5, 6, 7, 8, 9, 11	CAEP: 1, 2 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
MUED 1091 FIELD EXPERIENCES IN MUSIC EDUCATION I	1.2, 1.3	4, 5	CAEP: 1, 2 InTASC: 1, 2, 3
MUED 2080 FIELD EXPERIENCES IN	1.2, 1.3	4, 5	CAEP: 1, 2

TEP's Core Courses	TEP's Claims (2015)❖	Professional Standards of Teachers (DEPR, 2008)Ⓞ	Standards of CAEP (2013) and of InTASC (2011) *
MUSIC EDUCATION II			InTASC: 1, 2, 3
MUED 3080 CLINICAL EXPERIENCES IN MUSIC EDUCATION	1.2, 1.3, 4.2	2, 3, 5, 6, 7, 8, 9, 11	CAEP: 1, 2 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9
MUED 4915 STUDENT TEACHING IN MUSIC: GENERAL-VOCAL or MUED 4919 STUDENT TEACHING IN MUSIC: GENERAL-VOCAL	1.2, 1.3, 4.1, 4.2, 4.3	2, 3, 5, 6, 7, 8, 9, 11	CAEP: 1, 2 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
MUED 4916 STUDENT TEACHING IN MUSIC: INSTRUMENTAL or MUED 4920 STUDENT TEACHING IN MUSIC: INSTRUMENTAL	1.2, 1.3, 4.1, 4.2, 4.3	2, 3, 5, 6, 7, 8, 9, 11	CAEP: 1, 2 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<b>Integration Courses</b>			
EDUC 4551 INTEGRATION OF BASIC KNOWLEDGE AND COMMUNICATION SKILLS	4.1	8	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
EDUC 4552 INTEGRATION OF PROFESSIONAL SKILLS	1.2, 1.3, 4.1, 4.2, 4.3	2, 3, 4, 5, 6, 7, 10	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

❖ - TEP's Claims (2015, march):

1. **Subject Matter Knowledge:** Teacher candidates and the completers (graduates) of the TEP demonstrate knowledge in their subject matter by achieving a performance above the passing scores of standardized test for teacher certification (PCMAS) and 80% ("B", above average attainment) or more.
2. **Pedagogical Knowledge:** Teacher candidates and completers (graduates) of the TEP demonstrate pedagogical knowledge and the required skills to apply them to the teaching of their subject matter by achieving a performance above the passing scores of standardized test for teacher certification (PCMAS) and 80% (above average attainment or satisfactory) or more.
3. **Caring and Effective Teaching Skills (Professional Dispositions):** Teacher candidates and completers (graduates) of the TEP demonstrate commitment and positive attitudes toward their students and to teaching and professional development by achieving a performance of 80% (above average attainment or satisfactory) or more.
- 4.1 **Cross-cutting Theme Learning How to Learn:** Teacher candidates and completers (graduates) of the TEP demonstrate that they have learned how to access information on their own (research), that they can transfer what they have learned to new situations, and that they have acquired the attitudes and skills that will support life-long learning in their field by achieving a performance of above average attainment or satisfactory or more.
- 4.2 **Cross-cutting Theme Diversity:** Teacher candidates and completers (graduates) of the TEP demonstrate that they have learned accurate and sound information on matters of diversity (race,

gender, individual differences, and ethnic and cultural perspectives) by achieving a performance of above average attainment, or satisfactory or more.

**4.3 Cross-cutting Theme Technology:** Teacher candidates and completers (graduates) of the TEP are able to use classroom technology by achieving performance of above average attainment or satisfactory or more.

☛ - **Professional Standards of the Teachers of Puerto Rico** (DEPR, 2008, Spanish text):

**Standard 1: Subject matter Knowledge:** Subject matter knowledge is essential to be effective in achieving the many facets of their function, which are aimed at the student learning. The teacher must know and understand the concepts, processes and skills inherent in their subject according to the level that teaches and also should consider a way it is taught to foster a more relevant and effective learning in their students. On the other hand, he/she should have the basic notions of the nature of the discipline of his subject, which includes the way of obtaining knowledge, their historical development, ethical, as well as their contribution to society in the contemporary world. (A free translation made from a Spanish text.)

**Standard 2: Pedagogical Knowledge:** Pedagogical knowledge enables the teacher to run effectively the teaching process. It is what allows the teacher to transform knowledge of the subject and discipline in appropriate experiences to provoke in students a deep learning. The teacher must know and understand how students in their level develop and learn in different scenarios, how to address individual differences, how to respond to the special needs and how the philosophical foundations, psychological and sociological education apply to different levels teaching and learning. (A free translation made from a Spanish text.)

**Standard 3: Instructional Strategies:** Instructional strategies are the mechanism to operationalize the pedagogical knowledge directed to the academic and personal development of the students. The teacher, as an instructional designer, must select effective strategies consistent with the goals and objectives that respond to the particular needs of its students, in ways that promote learning with deep understanding and develop of thinking higher skills. The teacher develop challenging plan lessons that encourage students to learn the contents of the subject, and above all, develop in students the pleasure and joy of learning. (A free translation made from a Spanish text.)

**Standard 4: Learning Environments:** Teaching processes and formal learning are given framed in the school environment and in the community where the school is located. But in the classroom these processes are in charge of the teacher. In order to have effective teaching and learning processes, learning environment that is created in the classroom must be highly motivating in which the dignity of all learners is respected and security prevails, and the respect and fairness to all students. It is promoted in the motivation, positive social interaction and commitment to the learning. (A free translation made from a Spanish text.)

**Standard 5: Diversity and Special Needs:** The student population that a teacher attends is characterized, over all, for diversity. Factors such as social class, gender, origin ethnic and language are manifestations of the heterogeneity of the students population. In addition, in Puerto Rico there are a lot of students characterized by having special requirements which requires an essential planned attention to ensure that these children and young people achieve the maximum learning. This includes student population, among others with physical and cognitive impairments that place them at disadvantage if they do not participate in experiences designed with their needs in mind. There are also students who have exceptional abilities for academic learning and, also, they need attention and special assistance to achieve deep learning. That is why every teacher should know and understand the fundamental aspects of the special education apply to these students, although they are not specialists. (A free translation made from a Spanish text.)

**Standard 6: Evaluation and Assessment:** Evaluation and Assessment processes affect so on teaching and learning processes that cannot be conceived apart. These are essential for the collection and analysis of information on the student learning and the subsequent decision making. The teacher must know the theoretical framework in which the assessment is based and "Assessment" as well as the various techniques and tools that can be use. In addition, the teacher must be able to analyze the information obtained from various sources through measurement processes, "assessment" and evaluation. This allows he/she to reflect and take action on his/her teaching practice, the learning process of their students and their efforts. (A free translation made from a Spanish text.)

**Standard 7: Integration of Technology:** The development in information and communication technologies (ICT) and other technological innovations present a challenge and an opportunity for

educators. The new generations are immersed in a world where Technology is the flagship tool of this era. This leads to the children and young people relate "intuitively" with technologies. But the technology that students can access not is necessarily designed or used for purposes of academic learning and personal development of students. In the classroom, the teacher integrates technology to create the best learning environments and facilitate the inclusion of all students in the learning process. The technology, especially computer based, it must be integrated intentionally and systematically as a tool for development thinking in teaching and learning. There is other technologies designed for the classroom (calculators, simulators, etc.) that aid in the effectiveness of teaching and learning processes. (A free translation made from a Spanish text.)

**Standard 8: Communication and Language:** The verbal and written communication is the essential vehicle used by the teacher to carry out the teaching and development students learning in their subject. In addition, language, once you learn, it becomes a tool of analysis, exchange and conceptual reasoning. The teaching learning process demands that all teachers are highly proficient in the use of language. The mastery of communication skills, both oral and written, facilitates the teacher to promote the process of inquiry and develop social environments that promote positive relationships between all students. (A free translation made from a Spanish text.)

**Standard 9: Family and Community:** The student learning is tempered by forces, internal and outside the classroom. Specifically, his family or guardians significantly influence the educational process. Similarly, the environment in which is located his home and school have a powerful strength in the social environment in which each student develops and the learning resources available to the school. Recognizing this interdependence, the teacher assists in the integration of school, home and community to create a learning community in their classrooms. The teacher encourages and promotes cultural exchange that already exists in communities and models a social relationship of equality between members of the school community. The teacher uses the family and the surrounding community as a valuable learning resource. (A free translation made from a Spanish text.)

**Standard 10: Information Management:** In the society in which students and teachers have to live, information is generated rapidly, as never before in history of mankind. The ability to effectively manage the wealth of information and knowledge require a set of skills and competences that will allow citizens, even more, the teacher, to recognize their information needs and organize a coherent and effective process to meet those needs with reliable and useful information. Teacher is capable of carrying out this process and helping their students to develop their abilities to make it independently. In that effort, makes use of resources and information and communication technologies in an ethically, effectively and efficiently, paying particular attention to students with special needs. (A free translation made from a Spanish text.)

**Standard 11: Professional Development:** The teachers, by its nature, require a continuous professional development. Curricular theories, teaching and learning, as well as the development of knowledge in the disciplines are in a continuous evolution. The changing profile of students and social phenomena impacts education, such as information technology, the laws and labor issues, challenge teachers to search for new and best alternative to meet the needs of their students and their development as professionals. Therefore, for a teacher kept up to date and effective, it needs to be alert their professional development needs. The teacher must be able to carry to practice and to transfer critically the classroom knowledge, skills and attitudes achieved in the development program to achieve better student learning. The teacher must take out a reflexive educational practice and promote and establish with their peers a community of learning and practice. (A free translation made from a Spanish text.)

★ - **Standards of CAEP (2013):**

**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.

**Standard 2: Clinical Partnerships and Practice:** The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

**Standard 3: Candidate Quality, Recruitment, and Selectivity:** The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

**Standard 4: Program Impact:** The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Standard 5: Provider Quality Assurance and Continuous Improvement:** The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

**InTASC Model Core Teaching Standards (CCSO, 2011):**

**Standard 1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environment:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

**Standard 4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5: Application of Knowledge:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard 6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard 7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 9: Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10: Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## 1.5 Enrollment

The enrollment of active students (admitted and enrolled, not duplicated) for each major in academic years 2011-2012 (base-line data) to 2015-2016 is presented in Table 4 (April, 2016<sup>c</sup>). The number of enrolled students in the TEP has oscillated between 411 (2011-2012) to 509 (2012-2013), but in the last two academic years (2014-2015 & 2015-2016) the numbers of active students have been the same (N=434).

Table 4

*TEP Enrollment (Academic Years 2011-12 to 2015-16)*<sup>□</sup>

<b>Majors of TEP</b>	<b>Code</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
BA in Sec. Educ: Teach of Mathematics	128	15	16	11	12	8
BA in Special Education	136	15	23	28	24	24
BA in Sec. Educ: Teaching of History	144	9	19	20	13	14
BA in Sec. Educ: Teaching of Spanish	145	14	17	20	22	21
BA in Sec. Educ: Teach of English as Second Language	147	12	26	31	34	39
BA in Sec. Educ: Teaching of Biology	174	4	6	10	7	10
BA in Sec. Educ: Teach Science Junior High <sup>♦</sup>	175	3	1	1	1	1
BA in Sec. Educ: Teaching of Physical Education at Secondary Level	176	22	31	21	20	21
BA in Sec. Educ: Teach of Social Studies	177	1	9	7	6	5
BA in Elementary Educ: Teaching of Physical Education at Elementary Level	178	18	32	22	26	12
BA in Sec. Educ: Teaching Of Chemistry	187	1	1	2	0	1
BM in Music Education: Instrumental*	191	78	74	70	60	73
BM in Music Education: General-Vocal*	192	102	99	102	93	90
BA in Elementary Educ: Teaching English as Second Language	206	10	11	10	10	16
BA in Adapted Physical Education	207	8	17	12	12	13
BA in Teach Elementary Primary Level K-3	236	27	44	40	37	34
BA in Teach Elementary Primary Level 4-6	237	11	14	7	9	9
BA in Early Childhood: Pre-School Level	243	24	33	30	21	16
BA in Visual Arts: Art Education*	254	27	26	25	20	25
BA in Education: School Health <sup>♦♦</sup>	267	10	10	6	7	2
<b>TEP Active Students (Admitted and Enrolled, not duplicated)</b>		<b>411</b>	<b>509</b>	<b>475</b>	<b>434</b>	<b>434</b>

□ - Data was revised and corrected by the Office of Planning, Academic Information and of Research, IAUPR, 02/29/2016

♦ - Major change in Fall, 2014: Dormant program – was eliminated after moratorium accepted by the Council of Education in Puerto Rico

♦♦ - Major change in Fall, 2015: Dormant program - Moratorium proposed to the Council of Education in Puerto Rico (five-year period)

\* - Majors of the Academic Department of Fine Arts



## 1.6 Completers

The number of completers for each major in academic years 2011-12 (base-line data) to 2014-2015 is presented in Table 5. The number of completers in the TEP has decreased from 79 in academic year 2011-2012 to 40 in academic year 2014-2015.

Table 5.

*Number of Completers of the Teacher Education Program (TEP), San Germán Campus (2011-2012 to 2014-2015)* <sup>□</sup>

<b>Majors of TEP</b>	<b>Code</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
BA in Sec. Educ: Teach of Mathematics	128	6	6	0	3
BA in Special Education	136	6	1	3	4
BA in Sec. Educ: Teaching of History	144	1	0	2	2
BA in Sec. Educ: Teaching of Spanish	145	7	0	1	1
BA in Sec. Educ: Teach of English as Second Language	147	1	3	1	2
BA in Sec. Educ: Teaching of Biology	174	4	0	1	1
BA in Sec. Educ: Teach Science Junior High <sup>♦</sup>	175	0	0	1	0
BA in Sec. Educ: Teaching of Physical Education at Secondary Level	176	6	5	5	2
BA in Sec. Educ: Teach of Social Studies	177	0	2	0	0
BA in Elementary Educ: Teaching of Physical Education at Elementary Level	178	6	3	4	4
BA in Sec. Educ: Teaching Of Chemistry	187	0	0	1	0
BM in Music Education: Instrumental <sup>*</sup>	191	5	7	6	3
BM in Music Education: General-Vocal <sup>*</sup>	192	8	9	12	4
BA in Elementary Educ: Teaching English as Second Language	206	3	0	1	2
BA in Adapted Physical Education	207	1	1	1	0
BA in Teach Elementary Primary Level K-3	236	8	4	5	5
BA in Teach Elementary Primary Level 4-6	237	3	3	0	1
BA in Early Childhood: Pre-School Level	243	6	3	5	2
BA in Visual Arts: Art Education <sup>*</sup>	254	5	3	4	2
BA in Education: School Health <sup>♦♦</sup>	267	3	5	1	2
<b>Total of Students</b>		<b>79</b>	<b>55</b>	<b>54</b>	<b>40</b>

□ - Data was revised and corrected by the Office of Planning, Academic Information and of Research, IAUPR, (2016<sup>a</sup>)

\* - Majors of the Academic Department of Fine Arts

♦ - Major change in Fall, 2014: Dormant program – was eliminated after moratorium accepted by the Council of Education in Puerto Rico

♦♦ - Major change in Fall, 2015: Dormant program - Moratorium proposed to the Council of Education in Puerto Rico (five-year period).

## 1.7 Graduation rates

The Institutional Office for Student Retention (IAUPR, 2016) prepared a report for the graduation rates of TEP at the San Germán Campus. The analysis of the rates applied the same methodology and standards used for the *Integrated Postsecondary Education Data System* (IPEDS). The graduation rates were calculated for students enrolled in TEP majors who graduated in 6 or less years, and for student who changed of major but remained in the TEP. Data are presented in Table 6. The graduation rates means were: 21% in Cohort 2006, 20% in Cohort 2007, 15% in Cohort 2008, and 11% in Cohort 2009 (Mean=17%).

Table 6

*Graduation Rates of TEP, San Germán Campus* <sup>□</sup>

<b>Programs/Majors in PEM</b>	<b>Cohort 2006</b>	<b>Graduation rate in the program 6yrs or less</b>	<b>%</b>	<b>Graduation rate in other program of education 6yrs or less</b>	<b>%</b>
BA in Sec. Educ: Teach of Mathematics (128)	5	3	60	0	0
BA in Special Education (136)	9	0	0	0	0
BA in Sec. Educ: Teaching of History (144)	8	2	25	2	25
BA in Sec. Educ: Teaching of Spanish (145)	4	1	25	1	25
BA in Sec. Educ: Teach of English as 2nd Language (147)	8	0	0	0	0
BA in Sec. Educ: Teaching of Biology (174)	6	1	17	0	0
BA in Sec. Educ: Teaching of Physical Education (176)	15	1	7	0	0
BA in Elemental Educ: Teaching of Phys. Educ. (178)	9	2	22	0	0
BM in Music Education: Instrumental (191) ★	22	2	9	1	5
BM in Music Education: General Vocal (192) ★	13	2	15	0	0
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	6	1	17	1	17
BA in Adapted Physical Education (207)	5	0	0	0	0
BA in Teach Elemental K-3 (236)	19	5	26	1	5
BA in Teach Elemental 4-6 (237)	4	0	0	2	50

<b>Programs/Majors in PEM</b>	<b>Cohort 2006</b>	<b>Graduation rate in the program 6yrs or less</b>	<b>%</b>	<b>Graduation rate in other program of education 6yrs or less</b>	<b>%</b>
BA in Early Childhood: PreSchool Lvl. (243)	4	0	0	0	0
BA in Visual Arts: Teaching Art (254) *	5	1	20	0	0
BA in Education: School Health (267) ♦♦	3	1	33	0	0
<b>Total/Graduation rate mean, Cohort 2006</b>	<b>145</b>	<b>22</b>	<b>15</b>	<b>8</b>	<b>6</b>

<b>Programs/Majors in PEM</b>	<b>Cohort 2007</b>	<b>Graduation rate in the program 6yrs or less</b>	<b>%</b>	<b>Graduation rate in other program of education 6yrs or less</b>	<b>%</b>
BA in Sec. Educ: Teach of Mathematics (128)	8	1	13	0	0
BA in Special Education (136)	6	2	33	0	0
BA in Sec. Educ: Teaching of History (144)	7	1	14	1	14
BA in Sec. Educ: Teach of English as 2nd Language (147)	5	0	0	0	0
BA in Sec. Educ: Teaching of Biology (174)	4	0	0	1	25
BA in Sec. Educ: Teaching of Physical Education (176)	11	1	9	1	9
BA in Elemental Educ: Teaching of Phys. Educ. (178)	8	1	13	0	0
BA in Sec. Educ: Teaching Of Chemistry (187)	1	0	0	0	0
BM in Music Education: Instrumental (191) *	20	2	10	0	0
BM in Music Educ: General-Vocal (192) *	24	6	25	0	0
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	3	0	0	0	0
BA in Adapted Physical Education (207)	3	0	0	0	0
BA in Teach Elemental K-3 (236)	19	5	26	0	0

<b>Programs/Majors in PEM</b>	<b>Cohort 2007</b>	<b>Graduation rate in the program 6yrs or less</b>	<b>%</b>	<b>Graduation rate in other program of education 6yrs or less</b>	<b>%</b>
BA in Teach Elemental 4-6 (237)	3	1	33	0	0
BA in Early Childhood: PreSchool Lvl. (243)	4	2	50	0	0
BA in Visual Arts: Teaching Art (254) *	6	1	17	0	0
<b>Total/Graduation rate mean, Cohort 2007</b>	<b>132</b>	<b>23</b>	<b>17</b>	<b>3</b>	<b>3</b>

<b>Programs/Majors in PEM</b>	<b>Cohort 2008</b>	<b>Graduation rate in the program 6yrs or less</b>	<b>%</b>	<b>Graduation rate in other program of education 6yrs or less</b>	<b>%</b>
BA in Sec. Educ: Teach of Mathematics (128)	5	1	20	0	0
BA in Special Education (136)	6	0	0	1	17
BA in Sec. Educ: Teaching of History (144)	5	0	0	1	20
BA in Sec. Educ: Teaching of Spanish (145)	5	2	40	0	0
BA in Sec. Educ: Teach of English as 2nd Language (147)	3	0	0	0	0
BA in Sec. Educ: Teaching of Biology (174)	3	0	0	0	0
BA in Sec. Educ: Teaching of Physical Education (176)	15	1	7	0	0
BA in Elemental Educ: Teaching of Phys. Educ. (178)	6	0	0	0	0
BA in Sec. Educ: Teaching Of Chemistry (187)	2	0	0	0	0
BM in Music Education: Instrumental (191) *	19	2	11	1	5
BM in Music Educ: General-Vocal (192) *	19	2	11	0	0
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	0	0	0	0
BA in Adapted Physical Education (207)	5	0	0	0	0

<b>Programs/Majors in PEM</b>	<b>Cohort 2008</b>	<b>Graduation rate in the program 6yrs or less</b>	<b>%</b>	<b>Graduation rate in other program of education 6yrs or less</b>	<b>%</b>
BA in Teach Elemental K-3 (236)	9	2	22	1	11
BA in Teach Elemental 4-6 (237)	1	0	0	0	0
BA in Early Childhood: PreSchool Lvl. (243)	4	2	50	0	0
BA in Visual Arts: Teaching Art (254) ★	4	0	0	0	0
BA in Education: School Health (267) ♦♦	1	0	0	0	0
<b>Total/Graduation rate mean, Cohort 2008</b>	<b>114</b>	<b>12</b>	<b>11</b>	<b>4</b>	<b>4</b>

<b>Programs/Majors in PEM</b>	<b>Cohort 2009</b>	<b>Graduation rate in the program 6yrs or less</b>	<b>%</b>	<b>Graduation rate in other program of education 6yrs or less</b>	<b>%</b>
BA in Special Education (136)	2	0	0	0	0
BA in Sec. Educ: Teaching of History (144)	2	0	0	1	50
BA in Sec. Educ: Teach of English as 2nd Language (147)	4	0	0	0	0
BA in Sec. Educ: Teaching of Physical Education (176)	6	0	0	0	0
BA in Elemental Educ: Teaching of Phys. Educ. (178)	1	0	0	0	0
BA in Sec. Educ: Teaching Of Chemistry (187)	1	0	0	0	0
BM in Music Education: Instrumental (191) ★	12	1	8	0	0
BM in Music Educ: General-Vocal (192) ★	15	1	7	0	0
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	0	0	0	0
BA in Teach Elemental K-3 (236)	3	0	0	1	33
BA in Teach Elemental 4-6 (237)	1	0	0	0	0
BA in Early Childhood: PreSchool Lvl. (243)	4	1	25	0	0

<b>Programs/Majors in PEM</b>	<b>Cohort 2009</b>	<b>Graduation rate in the program 6yrs or less</b>	<b>%</b>	<b>Graduation rate in other program of education 6yrs or less</b>	<b>%</b>
BA in Education: School Health (267) ♦♦	1	1	100	0	0
<b>Total/Graduation rate mean, Cohort 2009</b>	<b>54</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>4</b>

☑ - Update: March 18, 2016; Data sources: “SWBYAUTO” MAT0710 from 4 2 13, “SWBYAUTO” mat0810T from 12 10 13, “SWBYAUTO” MAT0910T from 4 14 MAT1010F del 12 01 09.sav  
Completers: 0405 to 1213 from 09 10 14, egre0809 to 1314 from 10 07 14, egre0910 al 1415 del 10 16 15.sav;  
Institutional Office for Student Retention, Vice Presidency for Academic and Student Affairs and Systemic Planning

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♦ - Major change in Fall, 2014: Dormant program – was eliminated after moratorium accepted by the Council of Education in Puerto Rico

♦♦ - Major change in Fall, 2015: Dormant program - Moratorium proposed to the Council of Education in Puerto Rico (five-year period).

## 1.8 Retention rates

The Institutional Office for Student Retention prepared a report for the retention rates of TEP at the San Germán Campus. The analysis of the rates was applied the same methodology and standards used for the *Integrated Postsecondary Education Data System (IPEDS)*. The retention rates were calculated for students enrolled in TEP majors who remained in the Campus after the first year of studies, and for student who changed of major but remained in the TEP and in the Campus after the first year of studies. Data are presented in Table 7. The retention rates were: 53% for Cohort 2011, 65% for Cohort 2012, 57% for Cohort 2013, and 58% for Cohort 2014 (Mean=58%).

Table 7

*Retention Rates of TEP, San Germán Campus*☑

<b>Programs</b>	<b>Cohort 2011</b>	<b>Program Retention</b>	<b>%</b>	<b>Retention in other program of education</b>	<b>%</b>
BA in Sec. Educ: Teach of Mathematics (128)	4	3	75	0	0
BA in Special Education (136)	1	1	100	0	0
BA in Sec. Educ: Teaching of History (144)	3	1	33	0	0
BA in Sec. Educ: Teaching of Spanish (145)	2	2	100	0	0

<b>Programs</b>	<b>Cohort 2011</b>	<b>Program Retention</b>	<b>%</b>	<b>Retention in other program of education</b>	<b>%</b>
BA in Sec. Educ: Teach of English as 2nd Language (147)	2	2	100	0	0
BA in Sec. Educ: Teaching of Physical Education (176)	5	2	40	0	0
BA in Elemental Educ: Teaching of Phys. Educ. (178)	7	2	29	0	0
BM in Music Education: Instrumental (191) *	11	7	64	0	0
BM in Music Educ: General-Vocal (192) *	14	7	50	0	0
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	1	1	100	0	0
BA in Adapted Physical Education (207)	3	1	33	1	33
BA in Teach Elemental K-3 (236)	8	5	63	0	0
BA in Teach Elemental 4-6 (237)	2	1	50	0	0
BA in Early Childhood: PreSchool Lvl. (243)	5	1	20	0	0
BA in Visual Arts: Teaching Art (254) *	1	0	0	0	0
<b>Total/Retention rate mean, Cohort 2011</b>	<b>69</b>	<b>36</b>	<b>52</b>	<b>1</b>	<b>1</b>

<b>Programs</b>	<b>Cohort 2012</b>	<b>Program Retention</b>	<b>%</b>	<b>Retention in other program of education</b>	<b>%</b>
BA in Sec. Educ: Teach of Mathematics (128)	1	1	100	0	0
BA in Special Education (136)	3	3	100	0	0
BA in Sec. Educ: Teaching of History (144)	1	1	100	0	0
BA in Sec. Educ: Teaching of Spanish (145)	1	1	100	0	0
BA in Sec. Educ: Teach of English as 2nd Language (147)	5	3	60	0	0
BA in Sec. Educ: Teaching of Physical Education (176)	4	1	25	0	0

<b>Programs</b>	<b>Cohort 2012</b>	<b>Program Retention</b>	<b>%</b>	<b>Retention in other program of education</b>	<b>%</b>
BA in Sec. Educ: Teach of Social Studies (177)	2	2	100	0	0
BA in Elemental Educ: Teaching of Phys. Educ. (178)	2	1	50	0	0
BM in Music Education: Instrumental (191) *	9	6	67	0	0
BM in Music Educ: General-Vocal (192) *	12	8	67	0	0
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	2	100	0	0
BA in Adapted Physical Education (207)	2	1	50	0	0
BA in Teach Elemental K-3 (236)	5	2	40	0	0
BA in Early Childhood: PreSchool Lvl. (243)	5	2	40	1	20
BA in Visual Arts: Teaching Art (254)	3	2	67	0	0
<b>Total/Retention rate mean, Cohort 2012</b>	<b>57</b>	<b>36</b>	<b>63</b>	<b>1</b>	<b>2</b>

<b>Programs</b>	<b>Cohort 2013</b>	<b>Program Retention</b>	<b>%</b>	<b>Retention in other program of education</b>	<b>%</b>
BA in Sec. Educ: Teach of Mathematics (128)	2	2	100	0	0
BA in Special Education (136)	4	3	75	0	0
BA in Sec. Educ: Teaching of History (144)	1	1	100	0	0
BA in Sec. Educ: Teaching of Spanish (145)	4	2	50	0	0
BA in Sec. Educ: Teach of English as 2nd Language (147)	10	6	60	1	10
BA in Sec. Educ: Teaching of Physical Education at Secondary 176	3	1	33	0	0
BA in Elementary Educ: Teaching of Phys Educ at Elementary L (178)	1	0	0	0	0
BA in Sec. Educ: Teaching Of Chemistry (187)	1	0	0	1	100



<b>Programs</b>	<b>Cohort 2013</b>	<b>Program Retention</b>	<b>%</b>	<b>Retention in other program of education</b>	<b>%</b>
BM in Music Education: Instrumental (191) *	14	7	50	1	7
BM in Music Education: General-Vocal (192) *	10	6	60	0	0
BA in Adapted Physical Education (207)	4	1	25	0	0
BA in Teach Elementary Primary Level K-3 (236)	7	6	86	0	0
BA in Early Childhood: Pre-School Level (243)	3	0	0	1	33
BA in Visual Arts: Art Education (254) *	2	0	0	0	0
<b>Total/Retention rate mean, Cohort 2013</b>	<b>66</b>	<b>35</b>	<b>53</b>	<b>4</b>	<b>6</b>

<b>Programs</b>	<b>Cohort 2014</b>	<b>Program Retention</b>	<b>%</b>	<b>Retention in other program of education</b>	<b>%</b>
BA in Sec. Educ: Teach of Mathematics (128)	3	0	0	0	0
BA in Special Education (136)	3	2	67	0	0
BA in Sec. Educ: Teaching of History (144)	1	1	100	0	0
BA in Sec. Educ: Teaching of Spanish (145)	4	3	75	0	0
BA in Sec. Educ: Teach of English as 2nd Language (147)	2	2	100	0	0
BA in Sec. Educ: Teaching of Physical Education at Secondary 176	6	3	50	0	0
BA in Elementary Educ: Teaching of Phys Educ at Elementary L 178	4	1	25	0	0
BM in Music Education: Instrumental (191) *	9	5	56	3	33
BM in Music Education: General-Vocal (192) *	10	4	40	0	0
BA in Elementary Educ: Teach English as Second Language (206)	2	0	0	0	0
BA in Adapted Physical Education (207)	6	3	50	0	0

<b>Programs</b>	<b>Cohort 2014</b>	<b>Program Retention</b>	<b>%</b>	<b>Retention in other program of education</b>	<b>%</b>
BA in Teach Elementary Primary Level K-3 (236)	3	3	100	0	0
BA in Teach Elementary Level 4-6 (237)	1	1	100	0	0
<b>Total/Retention rate mean, Cohort 2014</b>	<b>54</b>	<b>28</b>	<b>52</b>	<b>3</b>	<b>6</b>

☑ - Report update: March 10, 2016 ; Data sources: “SWBYAUTO” from 1 07 15 (Cohorte FTF IPEDS Fall 2014 Official), “SWBYAUTO” 1210 from 12 01 11, “SWBYAUTO” 1310 from 01 09 13, “SWBYAUTO” 1410 from 01 07 14, SWBYAUTO 1510P from 10 17 14; Institucional Office for Student Retention, Vice Presidency for Academic and Student Affairs and Systemic Planning

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## 2. Accomplishment of TEP’s Claims (2015), CAEP’s Accreditation Standards 1 & 4 (2013), InTASC Model Core Teaching Standards (CCSO, 2011), and Professional Standards for Teachers (DEPR, 2008)

### 2.1 Alignment of TEP’s Claims (2015), CAEP’s Accreditation Standards 1 & 4 (2013), InTASC Model Core Teaching Standards (CCSO, 2011), and Professional Standards for Teachers (DEPR, 2008)

The alignment between the TEP’s claims (revised in March, 2015), the CAEP’s Accreditation Standards (2013), the InTASC Model Core Teaching Standards (CCSO, 2011), and the Professional Standards for Teachers in Puerto Rico (DEPR, 2008) is presented in Table 8.

Table 8

#### *Alignment of TEP’s Claims with Accreditation Standards*

<b>TEP’s Claims (2015)<sup>☑</sup></b>	<b>CAEP’s Accreditation Standards 1 &amp; 4 (2013)</b>	<b>InTASC Model Core Teaching Standards (CCSO, 2011)</b>	<b>Professional Standards for Teachers in Puerto Rico (2008)</b>
Claim 1. Subject matter knowledge	Standard 1. Content and Pedagogical Knowledge <sup>☑</sup> 1.1 Standard 4. Program Impact <sup>☑</sup> 4.3, 4.4	Standard 4. Content Knowledge	Standard 1. Subject matter Knowledge
Claim 2. Pedagogical knowledge	Standard 1. Content and Pedagogical Knowledge: 1.1, 1.3 Standard 4. Program	Standard 5. Application of Knowledge Standard 3. Learning	Standard 2. Pedagogical Knowledge Standard 3.

TEP's Claims (2015) <sup>9</sup>	CAEP's Accreditation Standards 1 & 4 (2013)	InTASC Model Core Teaching Standards (CCSO, 2011)	Professional Standards for Teachers in Puerto Rico (2008)
	Impact 4.1, 4.2, 4.3, 4.4	Environment. Standard 6. Assessment Standard 7. Planning for Instruction Standard 8. Instructional Strategies	Instructional Strategies Standard 4. Learning Environments Standard 6. Evaluation and Assessment
Claim 3. Caring and Effective Teaching Skills (Professional Dispositions)	Standard 1. Content and Pedagogical Knowledge 1.4 Standard 4. Program Impact 4.1, 4.2, 4.3	Standard 9. Professional Learning and Ethical Practice Standard 10. Leadership and Collaboration	Standard 9. Family and Community Standard 11. Professional Development
Claim 4.1 Cross-cutting theme Learning How to Learn.	Standard 1. Content and Pedagogical Knowledge 1.2	Standard 9. Professional Learning and Ethical Practice	Standard 8. Communication and Language Standard 10. Information Management
Claim 4.2 Cross-cutting theme Diversity	Standard 1. Content and Pedagogical Knowledge 1.1	Standard 1. Learner Development Standard 2. Learning Differences.	Standard 2. Pedagogical Knowledge Standard 5. Diversity and Special Needs
Claim 4.3 Cross-cutting theme Technology	Standard 1. Content and Pedagogical Knowledge 1.5	Standard 5. Application of Knowledge	Standard 7. Integration of Technology

☛ **TEP's Claims:**

1. **Subject matter knowledge** Teacher candidates and the completers (graduates) of the TEP demonstrate knowledge in their subject matter by achieving a performance above the passing scores of standardized test for teacher certification (PCMAS) and 80% ("B", above average attainment) or more
2. **Pedagogical knowledge:** Teacher candidates and completers (graduates) of the TEP demonstrate pedagogical knowledge and the required skills to apply them to the teaching of their subject matter by achieving a performance above the passing scores of standardized test for teacher certification (PCMAS) and 80% (above average attainment or satisfactory) or more.
3. **Caring and Effective Teaching Skills (Professional Dispositions):** Teacher candidates and completers (graduates) of the TEP demonstrate commitment and positive attitudes toward their students and to teaching and professional development by achieving a performance of 80% (above average attainment or satisfactory) or more.
- 4.1 **Cross-cutting theme Learning How to Learn:** Teacher candidates and completers (graduates) of the TEP demonstrate that they have learned how to access information on their own (research), that they can transfer what they have learned to new situations, and that they have acquired the attitudes and skills that will support life-long learning in their field by achieving a performance of above average attainment or satisfactory or more.

**4.2 Cross-cutting theme Diversity:** Teacher candidates and completers (graduates) of the TEP demonstrate that they have learned accurate and sound information on matters of diversity (race, gender, individual differences, and ethnic and cultural perspectives) by achieving a performance of above average attainment, or satisfactory or more.

**4.3 Cross-cutting theme Technology:** Teacher candidates and completers (graduates) of the TEP are able to use classroom technology by achieving performance of above average attainment or satisfactory or more.

**☒ CAEP’s Standard 1. Content and Pedagogical Knowledge:**

- 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
- 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM). Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
- 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
- 1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

**☒ CAEP’s Standard 4. Program Impact:**

- 4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.
- 4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
- 4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.
- 4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

## **2.2 Accreditation Standards, TEP’s Claims and Methods of Assessment**

The alignment between the Accreditation Standards 1 and 4 of CAEP with TEP’s claims and the methods of Assessment are presented in Table 9. This alignment reflects the methods of Assessment, and their description, cut-scores and areas or items that were used in the first accreditation cycle of the Program by TEAC (June, 2012). Data for these Standards and Claims are included in Annual Report 2014-2015 (posted in April, 2016).

It is important to notice that, in August 2016 our Program will begin the self-study for its reaccreditation with CAEP for our initial programs (TEP) and for the accreditation of our advanced programs. This process will imply a revision of our methods of Assessment, and their description, cut-scores and areas or items that are presented in Table 9.

Table 9

*Accreditation Standards 1 & 2 of CAEP (2013), TEP's Claims (2015) and Methods of Assessment*

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items
<b>Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE</b> <i>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.</i>	<b>Claim 1. Subject matter Knowledge</b>			
	1. Teacher Certification Standardized Tests (PCMAS)	Standardized test by the College Board for the certification of teachers in the Department of Education of Puerto Rico. The PCMAS are offered each year in March.	Cut-scores established by the DEPR as the state licensing agency to teachers. These cut-scores are of obligatory achievement in order to approve each part of the standardized test. Scale for Major competencies (subject-matter content): <ul style="list-style-type: none"> <li>• Spanish = 93.0 of 160</li> <li>• English = 98.0 of 160</li> <li>• Mathematics = 88.0 of 160</li> <li>• Science = 94.0 of 160</li> <li>• Social Studies = 96.0 of 160</li> </ul>	Major competencies (subject-matter content): <ul style="list-style-type: none"> <li>• Spanish</li> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies</li> </ul>
	2. Teacher Certification Standardized Tests (PCMAS) of Completers	Completers' performance in the Standardized test by the College Board for the certification of teachers in the Department of Education of Puerto Rico.	Cut-scores established by the DEPR as the state licensing agency to teachers. These cut-scores are of obligatory achievement in order to approve each part of the standardized test. Scale for Major competencies (subject-matter content): <ul style="list-style-type: none"> <li>• Spanish = 93.0 of 160</li> <li>• English = 98.0 of 160</li> <li>• Mathematics = 88.0 of 160</li> <li>• Science = 94.0 of 160</li> <li>• Social Studies = 96.0 of 160</li> </ul>	Major competencies (subject-matter content): <ul style="list-style-type: none"> <li>• Spanish</li> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies</li> </ul>
	3. Self-evaluation of Teacher Candidates: Subject matter Knowledge	Questionnaire with Likert type scale	Each teacher candidate expresses their appreciation of the TEP's impact in their competencies as teachers. Scales: Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: A.3 & A.5
4. Portfolio Rubric: Subject	Teacher candidates self-check with check by	Each teacher candidate expresses their appreciation of the TEP's impact in their	Item: I.1	

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items
	matter Knowledge	University Supervisors in the final clinical course with Likert type scale	competencies as teachers. Scale: All evidence satisfies the criterion (4); most of the evidence satisfies the criterion (3); some evidence does not satisfy the criterion (2); no evidence presented satisfies the criterion (1); no evidence found (0)	
<b>Claims: 2. Pedagogical Knowledge</b>				
	5. Teacher Certification Standardized Tests (PCMAS): Professional Competence (Pedagogical Knowledge)	Standardized test by the College Board for the certification of teachers in the Department of Education of Puerto Rico. The PCMAS are offered each year in March.	Cut-scores established by the DEPR as the state licensing agency to teachers. These cut-scores are of obligatory achievement in order to approve each part of the standardized test. Scale for Pedagogical competencies: <ul style="list-style-type: none"> <li>Elementary = 89.0 of 160</li> <li>Secondary = 87.0 of 160</li> </ul>	Pedagogical competencies <ul style="list-style-type: none"> <li>Educational philosophy</li> <li>Human development</li> <li>Psychology of Education</li> <li>Sociology of Education</li> <li>Methodology, strategies and teaching techniques</li> <li>Learning evaluation</li> <li>Education research</li> </ul>
	6. Aggregate Assessment Level Pass-Rate for Professional Competence (Pedagogical Knowledge) in PCMAS	Standardized test by the College Board for the certification of teachers in the Department of Education of Puerto Rico. The PCMAS are offered each year in March.	The proportion of program teacher candidates who passed all the tests they took in each knowledge area, among all program completers who took one or more tests in each area.	Pedagogical competencies <ul style="list-style-type: none"> <li>Educational philosophy</li> <li>Human development</li> <li>Psychology of Education</li> <li>Sociology of Education</li> <li>Methodology, strategies and teaching techniques</li> <li>Learning evaluation</li> <li>Education research</li> </ul>
	7. Teacher Certification Standardized Tests (PCMAS) of Teacher Candidates: Professional Competence (Pedagogical Knowledge)	Performance of teacher candidates in the Standardized test by the College Board for the certification of teachers in the Department of Education of Puerto Rico.	Cut-scores established by the DEPR as the state licensing agency to teachers. These cut-scores are of obligatory achievement in order to approve each part of the standardized test. Scale for Pedagogical competencies: <ul style="list-style-type: none"> <li>Elementary = 89.0 of 160</li> <li>Secondary = 87.0 of 160</li> </ul>	Pedagogical competencies <ul style="list-style-type: none"> <li>Educational philosophy</li> <li>Human development</li> <li>Psychology of Education</li> <li>Sociology of Education</li> <li>Methodology, strategies and teaching techniques</li> <li>Learning evaluation</li> <li>Education research</li> </ul>
	8. Final grades	Table of Final Grades	Final grades reflect the overall evaluation of	Courses:

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items												
	distribution in EDUC, ARED and MUED courses	using the document of Registrar Office <i>SWDGDIS</i>	<p>TEP's students in EDUC, HPER, ARED and MUED courses.</p> <p>Grading system:</p> <p>A- Superior academic achievement; 4 honor points per credit hour.</p> <p>B- Above average academic achievement; 3 honor points per credit hour.</p> <p>C- Average academic achievement; 2 honor points per credit hour.</p> <p>D- Deficiency in academic achievement; 1 honor point per credit hour.</p> <p>F- Failure in academic achievement; no honor point per credit hour.</p> <p>Scale:</p> <table border="1" data-bbox="926 695 1152 886"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </tbody> </table> <p>(Inter American University of Puerto Rico (2015<sup>o</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pp. 68-69)</p>	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	<p>Fundamentals of Education: EDUC 2021, 2022,2031, 2032, 2870</p> <p>Methodology: EDUC 2060, 3013, 3185, 3186, 3187, 3188, 3470, 3564, 3565, 3566, 3570, 3863, 3869, 3875, 3878, 3885, 3886, 4011, 4035, 4050; HPER 2210, 3220, 3230, 4110, 4120, 4130, 4140, 4370; ARED 1900, 3750, 3850, 3851, 4015; MUED 4400/4401, 4410/4411, 4436</p> <p>Integration courses: EDUC 4551, 4551</p>
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
	9. Final grades of TEP's teacher candidates in EDUC core courses	Table of Final Grades in EDUC core courses using the documents of SWDCAEPSTD, SWBCAPSTD, SWBCAPSTD_MAJOR	<p>Final grades reflect the overall evaluation of TEP's students in EDUC, HPER, ARED and MUED courses.</p> <p>Grading system:</p> <p>A- Superior academic achievement; 4 honor points per credit hour.</p> <p>B- Above average academic achievement; 3 honor points per credit hour.</p> <p>C- Average academic achievement; 2 honor points per credit hour.</p> <p>D- Deficiency in academic achievement; 1 honor point per credit hour.</p> <p>F- Failure in academic achievement; no honor point per credit hour.</p> <p>Scale:</p>	<p>Courses:</p> <p>Fundamentals in Education: EDUC 2021, 2022, 2031, 2032, 2870</p> <p>Methodology: EDUC 3013, 4011, 4050</p> <p>Integration: EDUC 4551, 4552</p> <p>Field &amp; Clinical Experiences: EDUC 1080, 2890, 3015</p>												

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items												
			<table border="1" data-bbox="926 269 1152 459"> <tr> <th>Scores</th> <th>Grades</th> </tr> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </table> <p data-bbox="926 464 1434 532">(Inter American University of Puerto Rico (2015<sup>c</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pp. 68-69)</p>	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
	10. Departmental exams in EDUC core courses	Table of departmental exams' punctuations, and descriptive and inference statistics	<p data-bbox="926 537 1434 716">Each departmental exam measures the pedagogical knowledge of TEP's students in EDUC core courses. They are aligned to PCMAS's content. All exams have adequate to high reliability (Küder-Richardson 21 Coefficient, KR<sub>21</sub>)</p> <p data-bbox="926 721 1098 745">Grading system:</p> <p data-bbox="926 750 1402 807">A- Superior academic achievement; 4 honor points per credit hour.</p> <p data-bbox="926 812 1402 868">B- Above average academic achievement; 3 honor points per credit hour.</p> <p data-bbox="926 873 1402 930">C- Average academic achievement; 2 honor points per credit hour.</p> <p data-bbox="926 935 1402 992">D- Deficiency in academic achievement; 1 honor point per credit hour.</p> <p data-bbox="926 997 1434 1053">F- Failure in academic achievement; no honor point per credit hour.</p> <p data-bbox="926 1058 993 1083">Scale:</p> <table border="1" data-bbox="926 1088 1152 1278"> <tr> <th>Scores</th> <th>Grades</th> </tr> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </table> <p data-bbox="926 1282 1434 1351">(Inter American University of Puerto Rico (2015<sup>d</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pages 68-69.)</p>	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	Core courses: EDUC 2021, 2022, 2031, 2032, 2870, 3013, 3015, 4011, 4050
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
	11. Survey to students of	Questionnaires with Likert type scale	The students express their perception of the performance of their teacher candidate in the	Items: • PK: 1, 3, 4, 5												



CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items						
	teacher candidates: Pedagogical Knowledge		final clinical course. Scales: PK, K-3 <sup>rd</sup> and 4 <sup>th</sup> -12 <sup>th</sup> = Yes (2); Sometimes (1); No (0)	<ul style="list-style-type: none"> <li>• K-3: 2, 4, 5, 6, 7, 8, 9</li> <li>• 4<sup>th</sup>-12<sup>th</sup>: 1, 8, 9, 11, 12, 14, 15</li> </ul>						
	12. Self-evaluation of Teacher Candidates: Pedagogical Knowledge	Questionnaire with Likert type scale	Each teacher candidate expresses their appreciation of the TEP's impact in their competencies as teachers. Scales: Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: A.4, A.6, A.13						
	13. Portfolio Rubric: Pedagogical Knowledge	Teacher candidates self-check with check by University Supervisors in the final clinical course with Likert type scale	Each teacher candidate expresses their appreciation of the TEP's impact in their competencies as teachers. Scale: All evidence satisfies the criterion (4); most of the evidence satisfies the criterion (3); some evidence does not satisfy the criterion (2); no evidence presented satisfies the criterion (1); no evidence found (0)	Items: <ul style="list-style-type: none"> <li>• I.2, I.3</li> <li>• II.a.1, II.a.2, II.a.3,</li> <li>• II.b.1</li> <li>• II.c.1, II.c.2, II.c.4</li> </ul>						
	14. Final evaluation of teacher candidates in Clinical Experience Course courses	Scale filled by university supervisors and by cooperating teachers which includes their global evaluation in the final clinical course	Final overall evaluation of teacher candidates' work in the final clinical course. Grading system: A- Superior academic achievement; 4 honor points per credit hour. B- Above average academic achievement; 3 honor points per credit hour. C- Average academic achievement; 2 honor points per credit hour. D- Deficiency in academic achievement; 1 honor point per credit hour. F- Failure in academic achievement; no honor point per credit hour. Scale: <table border="1" data-bbox="926 1308 1152 1404"> <tr> <td>Scores</td> <td>Grades</td> </tr> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> </table>	Scores	Grades	100-90%	A	89-80%	B	Final Average allotted by University Supervisors and Cooperating Teachers in EDUC 4013 and ARED 4013
Scores	Grades									
100-90%	A									
89-80%	B									

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items												
			<table border="1" data-bbox="926 269 1152 363"> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </table> <p data-bbox="919 367 1434 435">(Inter American University of Puerto Rico (2015<sup>d</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pages 68-69.)</p>	79-70%	C	69-60%	D	59-0%	F							
79-70%	C															
69-60%	D															
59-0%	F															
	15. Final grades distribution in Clinical Experiences courses	Table of Final Grades in Clinical Experiences courses using the document of Registrar Office <i>SWDGDIS</i>	<p data-bbox="919 443 1409 526">Final grades reflect the overall evaluation of TEP's students in EDUC, ARED and MUED clinical courses.</p> <p data-bbox="919 532 1094 558">Grading system:</p> <p data-bbox="919 565 1398 621">A- Superior academic achievement; 4 honor points per credit hour.</p> <p data-bbox="919 628 1398 685">B- Above average academic achievement; 3 honor points per credit hour.</p> <p data-bbox="919 691 1398 748">C- Average academic achievement; 2 honor points per credit hour.</p> <p data-bbox="919 755 1398 812">D- Deficiency in academic achievement; 1 honor point per credit hour.</p> <p data-bbox="919 818 1425 875">F- Failure in academic achievement; no honor point per credit hour.</p> <p data-bbox="919 881 989 907">Scale:</p> <table border="1" data-bbox="926 898 1152 1089"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </tbody> </table> <p data-bbox="919 1092 1434 1161">(Inter American University of Puerto Rico (2015<sup>d</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pp. 68-69)</p>	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	Clinical courses: EDUC 4013, ARED 4013, MUED 4915/4919, MUED 4916/4920
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
<b>Claim 3. Caring and Effective Teaching Skills (Professional Dispositions)</b>																
	16. Survey to students of teacher candidates: Caring and Effective Teaching Skills	Questionnaires with Likert type scale	<p data-bbox="919 1203 1398 1286">The students express their perception of the performance of their teacher candidate in the final clinical course.</p> <p data-bbox="919 1292 999 1318">Scales:</p> <p data-bbox="919 1325 1398 1382">PK, K-3<sup>rd</sup> and 4<sup>th</sup>-12<sup>th</sup> = Yes (2); Sometimes (1); No (0)</p>	<p data-bbox="1457 1203 1526 1229">Items:</p> <ul data-bbox="1457 1235 1797 1325" style="list-style-type: none"> <li>• PK: 2, 6, 7</li> <li>• K-3: 1, 3, 10</li> <li>• 4<sup>th</sup>-12<sup>th</sup>: 2, 3, 4, 5, 7, 10, 13</li> </ul>												

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items
	(Professionals Dispositions)			
	17. Self-evaluation of Teacher Candidates: Caring and Effective Teaching Skills (Professionals Dispositions)	Questionnaire with Likert type scale	Each teacher candidate expresses their appreciation of the TEP's impact in their competencies as teachers. Scales: Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: • A.8, A.11, A.12 • B.15, B.16, B.19
	18. Rubric – Evaluation of the Willingness of Teacher Candidates: Affection and Sensitivity (Professional Disposition)	Evaluation by university supervisors and cooperating teachers in the final clinical course with Likert type scale	University supervisors and cooperating teachers evaluate each Teacher Candidate in this aspect. Scale: PK = Yes (2); Sometimes (1); No (0)	Items: 1-3, 5, 9, 12-14
<b>Claim 4.1 Cross-Cutting Theme: Learning How to Learn</b>				
	19. Final grades distribution in EDUC, ARED and MUED courses	Table of Final Grades using the document of Registrar Office <i>SWDGDIS</i>	Final grades reflect the overall evaluation of TEP's students in EDUC, HPER, ARED and MUED courses. Grading system: A- Superior academic achievement; 4 honor points per credit hour. B- Above average academic achievement; 3 honor points per credit hour. C- Average academic achievement; 2 honor points per credit hour. D- Deficiency in academic achievement; 1 honor point per credit hour. F- Failure in academic achievement; no honor point per credit hour.  Scale:	Methodology courses: EDUC 4012; ARED 4015; HPER 4110, 4120, 4130, 4140

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items												
			<table border="1" data-bbox="926 269 1152 459"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </tbody> </table> <p data-bbox="926 464 1434 529">(Inter American University of Puerto Rico (2015<sup>d</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pp. 68-69)</p>	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
	20. Final grades of TEP's teacher candidates in EDUC core courses	Table of Final Grades in EDUC core courses using the documents of SWDCAEPSTD, SWBCAPSTD, SWBCAPSTD_MAJOR	<p data-bbox="926 537 1434 621">Final grades reflect the overall evaluation of TEP's students in EDUC, HPER, ARED and MUED courses.</p> <p data-bbox="926 626 1098 654">Grading system:</p> <p data-bbox="926 659 1434 716">A- Superior academic achievement; 4 honor points per credit hour.</p> <p data-bbox="926 721 1434 777">B- Above average academic achievement; 3 honor points per credit hour.</p> <p data-bbox="926 782 1434 839">C- Average academic achievement; 2 honor points per credit hour.</p> <p data-bbox="926 844 1434 901">D- Deficiency in academic achievement; 1 honor point per credit hour.</p> <p data-bbox="926 906 1434 963">F- Failure in academic achievement; no honor point per credit hour.</p> <p data-bbox="926 967 993 995">Scale:</p> <table border="1" data-bbox="926 1000 1152 1190"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </tbody> </table> <p data-bbox="926 1195 1434 1256">(Inter American University of Puerto Rico (2015<sup>d</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pp. 68-69)</p>	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	Core course: EDUC 4012
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
	21. Departmental exams in EDUC core courses	Table of departmental exams' punctuations, and descriptive and inference statistics	<p data-bbox="926 1261 1434 1409">Each departmental exam measures the pedagogical knowledge of TEP's students in EDUC core courses. They are aligned to PCMAS's content. All exams have adequate to high reliability (Küder-Richardson 21</p>	Core course: EDUC 4012												

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items												
			Coefficient, $KR_{21}$ ) Grading system: A- Superior academic achievement; 4 honor points per credit hour. B- Above average academic achievement; 3 honor points per credit hour. C- Average academic achievement; 2 honor points per credit hour. D- Deficiency in academic achievement; 1 honor point per credit hour. F- Failure in academic achievement; no honor point per credit hour. Scale: <table border="1" data-bbox="926 662 1152 854"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </tbody> </table> (Inter American University of Puerto Rico (2015 <sup>d</sup> ). <i>General Catalog 2013-2015</i> . San Juan, Puerto Rico: Author. Pages 68-69.)	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
	22. Self-evaluation of Teacher Candidates: Learning how to learn	Questionnaire with Likert type scale	Each teacher candidate expresses their appreciation of the TEP's impact in their competencies as teachers. Scales: Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: <ul style="list-style-type: none"> <li>• A.7, A.9, A.10</li> <li>• B.22, B.23, B.24</li> </ul>												
	23. Portfolio Rubric: Learning how to learn	Teacher candidates self-check with check by University Supervisors in the final clinical course with Likert type scale	Each teacher candidate expresses their appreciation of the TEP's impact in their competencies as teachers. Scale: All evidence satisfies the criterion (4); most of the evidence satisfies the criterion (3); some evidence does not satisfy the criterion (2); no evidence presented satisfies the criterion (1); no evidence found (0)	Items: II.a.4, II.c.3												

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items												
	24. Rubric – Evaluation of the Willingness of Teacher Candidates: Affection and Sensitivity (Professional Disposition)	Evaluation by university supervisors and cooperating teachers in the final clinical course with Likert type scale	University supervisors and cooperating teachers evaluate each Teacher Candidate in this aspect. Scale: PK = Yes (2); Sometimes (1); No (0)	Items: 10-11, 15												
<b>Claim 4.2 Cross-Cutting Theme: Diversity</b>																
	25. Final grades distribution in EDUC, ARED and MUED courses	Table of Final Grades using the document of Registrar Office <i>SWDGDIS</i>	<p>Final grades reflect the overall evaluation of TEP's students in EDUC, HPER, ARED and MUED courses.</p> <p>Grading system:</p> <ul style="list-style-type: none"> <li>A- Superior academic achievement; 4 honor points per credit hour.</li> <li>B- Above average academic achievement; 3 honor points per credit hour.</li> <li>C- Average academic achievement; 2 honor points per credit hour.</li> <li>D- Deficiency in academic achievement; 1 honor point per credit hour.</li> <li>F- Failure in academic achievement; no honor point per credit hour.</li> </ul> <p>Scale:</p> <table border="1" data-bbox="926 1032 1152 1224"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </tbody> </table> <p>(Inter American University of Puerto Rico (2015<sup>d</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pp. 68-69)</p>	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	Core courses: EDUC 2022,2031, 2032, 2870; HPER 4370
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
	26. Final grades of TEP's teacher candidates in EDUC core	Table of Final Grades in EDUC core courses using the documents of SWDCAEPSTD,	Final grades reflect the overall evaluation of TEP's students in EDUC, HPER, ARED and MUED courses. Grading system:	Core courses: EDUC 2022, 2031, 2032, 2870												

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items												
	courses	SWBCAPSTD, SWBCAPSTD_MAJOR	<p>A- Superior academic achievement; 4 honor points per credit hour.</p> <p>B- Above average academic achievement; 3 honor points per credit hour.</p> <p>C- Average academic achievement; 2 honor points per credit hour.</p> <p>D- Deficiency in academic achievement; 1 honor point per credit hour.</p> <p>F- Failure in academic achievement; no honor point per credit hour.</p> <p>Scale:</p> <table border="1" data-bbox="926 602 1152 792"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </tbody> </table> <p>(Inter American University of Puerto Rico (2015<sup>d</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pp. 68-69)</p>	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	
Scores	Grades															
100-90%	A															
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	27. Departmental exams in EDUC core courses	Table of departmental exams' punctuations, and descriptive and inference statistics	<p>Each departmental exam measures the pedagogical knowledge of TEP's students in EDUC core courses. They are aligned to PCMAS's content. All exams have adequate to high reliability (Küder-Richardson 21 Coefficient, KR<sub>21</sub>)</p> <p>Grading system:</p> <p>A- Superior academic achievement; 4 honor points per credit hour.</p> <p>B- Above average academic achievement; 3 honor points per credit hour.</p> <p>C- Average academic achievement; 2 honor points per credit hour.</p> <p>D- Deficiency in academic achievement; 1 honor point per credit hour.</p> <p>F- Failure in academic achievement; no honor point per credit hour.</p> <p>Scale:</p>	Core courses: EDUC 2022, 2031, 2032, 2870												

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items												
			<table border="1" data-bbox="926 269 1152 459"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </tbody> </table> <p data-bbox="926 464 1434 532">(Inter American University of Puerto Rico (2015<sup>d</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pages 68-69.)</p>	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
	28. Survey to students of teacher candidates: Caring and Effective Teaching Skills (Professionals Dispositions)	Questionnaires with Likert type scale	The students express their perception of the performance of their teacher candidate in the final clinical course. Scales: PK, K-3 <sup>rd</sup> and 4 <sup>th</sup> -12 <sup>th</sup> = Yes (2); Sometimes (1); No (0)	Items: • 4 <sup>th</sup> -12 <sup>th</sup> : 6, 16												
	29. Self-evaluation of Teacher Candidates: Diversity	Questionnaire with Likert type scale	Each teacher candidate expresses their appreciation of the TEP's impact in their competencies as teachers. Scales: Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: • A.14 • B.17, B.18												
	30. Rubric – Evaluation of the Willingness of Teacher Candidates: Affection and Sensitivity (Professional Disposition)	Evaluation by university supervisors and cooperating teachers in the final clinical course with Likert type scale	University supervisors and cooperating teachers evaluate each Teacher Candidate in this aspect. Scale: PK = Yes (2); Sometimes (1); No (0)	Items: 6-7												
<b>Claim 4.3 Cross-Cutting Theme: Technology</b>																
	31. Final grades distribution in EDUC, ARED	Table of Final Grades using the document of Registrar Office	Final grades reflect the overall evaluation of TEP's students in EDUC, HPER, ARED and MUED courses.	Courses: EDUC 2060, 2870, 3470, 3863, 3869, 3875, 3878, 3885, 3886; ARED 3750; MUED 4436												



CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items												
	and MUED courses	<i>SWDGDIS</i>	Grading system: A- Superior academic achievement; 4 honor points per credit hour. B- Above average academic achievement; 3 honor points per credit hour. C- Average academic achievement; 2 honor points per credit hour. D- Deficiency in academic achievement; 1 honor point per credit hour. F- Failure in academic achievement; no honor point per credit hour. Scale: <table border="1" data-bbox="926 634 1152 824"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </tbody> </table> (Inter American University of Puerto Rico (2015 <sup>d</sup> ). <i>General Catalog 2013-2015</i> . San Juan, Puerto Rico: Author. Pp. 68-69)	Scores	Grades	100-90%	A	89-80%	B	79-70%	C	69-60%	D	59-0%	F	
Scores	Grades															
100-90%	A															
89-80%	B															
79-70%	C															
69-60%	D															
59-0%	F															
	32. Final grades of TEP's teacher candidates in EDUC core courses and Technology course GEIC 1010	Table of Final Grades in EDUC core courses using the documents of SWDCAEPSTD, SWBCAPSTD, SWBCAPSTD_MAJOR	Final grades reflect the overall evaluation of TEP's students in EDUC, HPER, ARED and MUED courses. Grading system: A- Superior academic achievement; 4 honor points per credit hour. B- Above average academic achievement; 3 honor points per credit hour. C- Average academic achievement; 2 honor points per credit hour. D- Deficiency in academic achievement; 1 honor point per credit hour. F- Failure in academic achievement; no honor point per credit hour. Scale: <table border="1" data-bbox="926 1360 1152 1421"> <thead> <tr> <th>Scores</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>100-90%</td> <td>A</td> </tr> </tbody> </table>	Scores	Grades	100-90%	A	Courses: EDUC 2060, GEIC 1010								
Scores	Grades															
100-90%	A															

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items								
			<table border="1"> <tr> <td>89-80%</td> <td>B</td> </tr> <tr> <td>79-70%</td> <td>C</td> </tr> <tr> <td>69-60%</td> <td>D</td> </tr> <tr> <td>59-0%</td> <td>F</td> </tr> </table> <p>(Inter American University of Puerto Rico (2015<sup>d</sup>). <i>General Catalog 2013-2015</i>. San Juan, Puerto Rico: Author. Pp. 68-69)</p>	89-80%	B	79-70%	C	69-60%	D	59-0%	F	
89-80%	B											
79-70%	C											
69-60%	D											
59-0%	F											
	33. Self-evaluation of Teacher Candidates: Technology	Questionnaire with Likert type scale	<p>Each teacher candidate expresses their appreciation of the TEP's impact in their competencies as teachers.</p> <p>Scales: Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)</p>	Items: B.20, B.21								
	34. Portfolio Rubric: Technology	Teacher candidates self-check with check by University Supervisors in the final clinical course with Likert type scale	<p>Each teacher candidate expresses their appreciation of the TEP's impact in their competencies as teachers.</p> <p>Scale: All evidence satisfies the criterion (4); most of the evidence satisfies the criterion (3); some evidence does not satisfy the criterion (2); no evidence presented satisfies the criterion (1); no evidence found (0)</p>	Item: II.b.2, II.c.5								
<b>Standard 4: PROGRAM IMPACT</b> <i>The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with</i>	<b>Claim 1. Subject matter Knowledge</b>											
	35. Survey to TEP's graduates or completers: Subject matter Knowledge	Questionnaire with Likert type scale	<p>TEP's graduates express their appreciation of the program impact in their competencies as teachers.</p> <p>Scales: Item 10 = Very good (4); Good (3); Regular (2); Deficient (1) Item 11 = Yes (2); Partially (1); No (0) Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)</p>	<p>Items:</p> <ul style="list-style-type: none"> <li>• 10</li> <li>• A-1, A-3</li> </ul>								
	36. Survey to School Directors	Questionnaire with Likert type scale	<p>The school directors express their evaluation of the performance of TEP's graduates or completers</p> <p>Scale:</p>	Item: 7								

<b>CAEP's Standards</b>	<b>Methods of Assessment</b>	<b>Description</b>	<b>Cut-Scores</b>	<b>Areas or Items</b>
<i>the relevance and effectiveness of their preparation.</i>			Excellent (4), Satisfactory (3), Regular (1), and Poor (1)	
	<b>Claim 2. Pedagogical Knowledge</b>			
	37. Survey to TEP's graduates or completers: Pedagogical Knowledge	Questionnaire with Likert type scale	TEP's graduates express their appreciation of the program impact in their competencies as teachers. Scales: Item 10 = Very good (4); Good (3); Regular (2); Deficient (1) Item 11 = Yes (2); Partially (1); No (0) Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: • A-2, A-4, A-10, A-11 • B-8
	38. Survey to School Directors: Pedagogical Knowledge	Questionnaire with Likert type scale	The school directors express their evaluation of the performance of TEP's graduates or completers Scale: Excellent (4), Satisfactory (3), Regular (1), and Poor (1)	Items: 3, 5
	<b>Claim 3. Caring and Effective Teaching Skills (Professional Dispositions)</b>			
	39. Survey to TEP's graduates or completers: Caring and Effective Teaching Skills (Professional Dispositions)	Questionnaire with Likert type scale	TEP's graduates express their appreciation of the program impact in their competencies as teachers. Scales: Item 10 = Very good (4); Good (3); Regular (2); Deficient (1) Item 11 = Yes (2); Partially (1); No (0) Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: • A-12 • B-1
	40. Survey to School Directors	Questionnaire with Likert type scale	The school directors express their evaluation of the performance of TEP's graduates or completers Scale: Excellent (4), Satisfactory (3), Regular (1), and Poor (1)	Items: 6, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
	<b>Claim 4.1 Cross-Cutting Theme: Learning How to Learn</b>			

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items
	41. Survey to TEP's graduates or completers: Learning how to learn	Questionnaire with Likert type scale	TEP's graduates express their appreciation of the program impact in their competencies as teachers. Scales: Item 10 = Very good (4); Good (3); Regular (2); Deficient (1) Item 11 = Yes (2); Partially (1); No (0) Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: • 11a, 11b, 11c, • A-5, A-7, A-8 • B-9, B-10
	42. Survey to School Directors: Learning how to learn	Questionnaire with Likert type scale	The school directors express their evaluation of the performance of TEP's graduates or completers Scale: Excellent (4), Satisfactory (3), Regular (1), and Poor (1)	Item: 9
	43. Continuation of Graduate Studies in IAUPR by TEP's Teachers Candidates or Completers	Table for data and analysis by Faculty member of teacher candidates by date of graduation and major in simple random sampling (10% of all graduation students in Registrar document by term <i>SWDGRAD</i> )	For each student in sample (cohort): Graduate studies at IAUPR = Yes or no, and Campus	For each student in sample (cohort): Graduate studies at IAUPR = Yes or no, and Campus
<b>Claim 4.2 Cross-Cutting Theme: Diversity</b>				
	44. Survey to TEP's graduates or completers: Diversity	Questionnaire with Likert type scale	TEP's graduates express their appreciation of the program impact in their competencies as teachers. Scales: Item 10 = Very good (4); Good (3); Regular (2); Deficient (1) Item 11 = Yes (2); Partially (1); No (0) Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: • A-6, A-9 • B-2, B-3, B-4, B-5

CAEP's Standards	Methods of Assessment	Description	Cut-Scores	Areas or Items
	45. Survey to School Directors: Diversity	Questionnaire with Likert type scale	The school directors express their evaluation of the performance of TEP's graduates or completers Scale: Excellent (4), Satisfactory (3), Regular (1), and Poor (1)	Items: 4, 8
<b>Claim 4.3 Cross-Cutting Theme: Technology</b>				
	46. Survey to TEP's graduates or completers: Technology	Questionnaire with Likert type scale	TEP's graduates express their appreciation of the program impact in their competencies as teachers. Scales: Item 10 = Very good (4); Good (3); Regular (2); Deficient (1) Item 11 = Yes (2); Partially (1); No (0) Items A and B = Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)	Items: • 11d • B-6, B-7

The progress report for academic year 2014-2015 presents the findings for the accomplishment of Accreditation Standards 1 and 4 of CAEP (2013). The TEP's claims (2015) are presented under each accreditation standard.

### 2.3 Standard 1: Content and Pedagogical Knowledge

#### Claim 1: Subject Matter Knowledge

Teacher candidates and the completers (graduates) of the TEP demonstrate knowledge in their subject matter by achieving a performance above the passing scores of standardized test for teacher certification (PCMAS) and 80% ("B", above average attainment) or more.

#### Evidence 1.1 Major (Specialization) Exams in PCMAS

The subject matter knowledge is evaluated by the Teacher Certification Tests (PCMAS) in the Major exams (College Board, 2015). The passing scores for Major or Specialization knowledge are reported by College Board and are presented in Table 10. This report presents raw data (not cohort data) for all students who took PCMAS and that indicated the TEP at the San Germán Campus as their main campus of studies. In general, all major evidenced bigger means than the passing scores, and their means were bigger than the statewide means. On the other hand, the meanxc of TEP's teacher candidates that took PCMAS in 2015 (112.4) were greater than 2010, the base-line data (104.0).

Table 10

*PCMAS Passing Scores (Raw Data): Subject matter Knowledge of Teacher Candidates (2010 to 2015)*

Academic Years		PCMAS Passing Scores for Majors: Subject matter Knowledge					
		Spanish	English	Mathematics	Science	Social Studies	Mean
		Passing Scores (of 160)					
		93	98	88	94	96	93.8
2010 <sup>o</sup>	TEP	111	119	92	100	98	104.0
	Statewide	95	108	99	103	101	101.2
	Difference TEP vs Statewide	16.0	11.0	-7.0	-3.0	-3.0	2.8
2011	TEP	101.7 (n=3)	113.4 (n=5)	101.8 (n=5)	102.8 (n=4)	104.0 (n=2)	104.7
	Statewide	103	103	96	105	101	101.6
	Difference TEP vs Statewide	-1.3	10.4	5.8	-2.2	3.0	3.1

Academic Years		PCMAS Passing Scores for Majors: Subject matter Knowledge					
		Spanish	English	Mathematics	Science	Social Studies	Mean
		Passing Scores (of 160)					
		93	98	88	94	96	93.8
2012	TEP	112.6 (n=7)	117.0 (n=2)	94.8 (n=5)	101.3 (n=3)	111.0 (n=2)	<b>107.3 (n=3.8)</b>
	Statewide	105 (N=114)	108 (N=415)	95 (N=106)	102 (N=138)	99 (N=167)	<b>101.8 (N=164)</b>
	Difference TEP vs Statewide	7.6	9.0	-0.2	-0.7	12.0	<b>5.5</b>
2013	TEP	N/A	123.5 (n=2)	100.4 (n=5)	119.0 (n=1)	100.0 (n=1)	<b>110.7 (n=1.8)</b>
	Statewide	100 (N=113)	106 (N=329)	105 (N=125)	106 (N=127)	101 (N=132)	<b>103.6 (N=165.2)</b>
	Difference TEP vs Statewide	N/A	17.5	-4.6	13.0	-1.0	<b>7.1</b>
2014	TEP	132.0 (n=1)	127.0 (n=3)	N/A	114.5 (n=2)	106.5 (n=2)	<b>120.0 (n=2)</b>
	Statewide	104 (N=98)	104 (N=298)	100 (N=86)	104 (N=102)	106 (N=139)	<b>103.6 (N=144.6)</b>
	Difference TEP vs Statewide	28.0	13.0	N/A	10.5	0.5	<b>16.4</b>
2015	TEP	105 (n=6)	125 (n=5)	98 (n=7)	112 (n=8)	122 (n=1)	<b>112.4 (n=5.4)</b>
	Statewide	105 (N=67)	109 (N=273)	106 (N=62)	110 (N=90)	105 (N=95)	<b>107 (N=117.4)</b>
	Difference TEP vs Statewide	0.0	16.0	-8.0	2.0	17.0	<b>5.4</b>

⊙ - Baseline data

N/A – Not applicable, No candidates

### Evidence 1.2 Aggregate Assessment Level Pass-Rate for Specialization (Subject matter Knowledge) in PCMAS

The second evidence related to PCMAS and the first accreditation standard 1 of CAEP is the *Aggregate-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program* (Cohort Data). This report is submitted by College Board (2015) to the TEP of San Germán Campus. The report certifies the proportion of program teacher candidates (cohort) who passed all the tests they took in each knowledge area (Spanish, English, Mathematics, Science and Social Studies), among all program completers who took one or more tests in each area. In Table

11 is presented the aggregate-assessment level pass-rate for Specialization (Subject matter Knowledge). The aggregate pass-rate of TEP’s teacher candidates of 2015 (100%) was greater than the Statewide pass-rate mean (91%), and greater than the TEP’s baseline data mean in 2010 (96%).

Table 11

*Aggregate-Assessment Level Pass-Rate Data Report of PCMAS for TEP’s Teacher Candidates of San Germán Campus (Cohort): Specialization (Subject matter Knowledge)*

<b>Year of PCMAS Tests</b>	<b>Number of Students Taking Assessment</b>	<b>Number of Students Passing Assessment</b>	<b>Institution Pass Rate (TEP)</b>	<b>Statewide Pass Rate</b>	<b>Difference (TEP vs Statewide)</b>
<b>2010<sup>Ⓞ</sup></b>	23	22	96%	92%	<b>4%</b>
<b>2011</b>	19	17	89%	88%	<b>1%</b>
<b>2012</b>	19	18	95%	89%	<b>6%</b>
<b>2013</b>	9	7	78%	86%	<b>-8%</b>
<b>2014</b>	8	8	100%	88%	<b>12%</b>
<b>2015</b>	16	16	100%	91%	<b>9%</b>

Ⓞ - Baseline data

### **Evidence 1.3 Major (Specialization) Exams in PCMAS and Major’s GPA of Teacher Candidates**

The third evidence of the subject matter knowledge (Spanish, English, Mathematics, Science, and Social Studies majors) is provided by the data analysis of official academic transcripts of TEP’s teacher candidates as were reported by the Registrar Office. Table 12 presents information about the performance of a sample of our teacher candidates in PCMAS, and in major courses. In general terms, the mean in PCMAS of the TEP’s teacher candidates sample for the major or subject matter (2011 to 2015) was higher than the passing score for the different measured areas (Major: 112.6 vs. 93.8), and in their academic performance which is interpreted as “above average academic achievement” in subject matter courses (Major mean = 3.37 “B” vs. 3.00) according to the grading system at the University (IAUPR, 2015). The performance of teacher candidates (sample) in 2015 in PCMAS (116.2) was lower than teacher candidates in 2010 (baseline data, 116.5) but greater in GPA in Major (3.69 vs. 3.26).

Table 12

*Data for TEP’s Teacher Candidates: Subject matter Knowledge*

<b>Year</b>	<b>n</b>	<b>PCMAS: Majors (Mean)</b>	<b>GPA in Major (Mean)</b>
<b>2010<sup>Ⓞ</sup></b>	21	116.5	3.26
<b>2011</b>	20	104.3	3.17
<b>2012</b>	21	116.5	3.26
<b>2013</b>	36	107.3	3.36



Year	n	PCMAS: Majors (Mean)	GPA in Major (Mean)
2014	36	118.7	3.39
2015	7	116.2	3.69
Mean (2011 to 2015)		112.6	3.37
Passing Scores		Mean = 93.8 (Spanish=93, English=98, Mathematics=88, Science=94 & Social Studies=96)	Minimum of 3.00 “B”

© - Baseline data

### Evidence 1.4 Subject matter knowledge according to Self-evaluation of Teacher Candidates

Other data for the subject matter knowledge was measured with the Questionnaire *Self-evaluation of Teacher Candidates*. This instrument has a Likert type scale. Questions A.3 (*I know and understand the concepts, processes, skills and values of the subject I teach*) and A.5 (*I know the philosophical and programmatic principles of my discipline (Standards, Expectations and Curriculum Framework)*) were aligned with Accreditation Standard 1 and with Claim 1.1. Table 13 presents these data. Information about the Music Education candidates was not included because they did not answer the self-evaluation questionnaire in MUED 4915/4919 and MUED 4916/4920. The teacher candidates (Dec 2012 to Dec 2015) totally agreed that the TEP developed in them their subject matter knowledge (4.67 in a Likert type scale of 5 points). Their answers were homogeneous (SD=0.51). Their self-evaluation during this period was smaller than the baseline data (May 2010: Mean=4.70; SD=0.45).

Table 13

#### *Self-evaluation of Teacher Candidates: Subject matter Knowledge*

Academic Years	N		Items		Mean	Interpretation
			A.3 <i>I know and understand the concepts, processes, skills and values of the subject I teach.</i>	A.5 <i>I know the philosophical and programmatic principles of my discipline (Standards, Expectations and Curriculum Framework).</i>		
May 2010 <sup>o</sup>	74	Mean	4.80	4.70	4.70	Totally agree
		SD	0.40	0.50	0.45	Homogeneous
Dec 2012	14	Mean	4.32	4.39	4.36	Agree
		SD	0.72	0.93	0.83	Homogeneous
May 2013	28	Mean	4.67	4.53	4.60	Totally agree
		SD	0.37	0.38	0.38	Homogeneous

Academic Years	N		Items		Mean	Interpretation
			A.3	A.5		
			<i>I know and understand the concepts, processes, skills and values of the subject I teach.</i>	<i>I know the philosophical and programmatic principles of my discipline (Standards, Expectations and Curriculum Framework).</i>		
Dec 2013	9	Mean	4.71	4.79	<b>4.75</b>	<b>Totally agree</b>
		SD	0.49	0.39	<b>0.44</b>	<b>Homogeneous</b>
May 2014	35	Mean	4.75	4.60	<b>4.68</b>	<b>Totally agree</b>
		SD	0.37	0.43	<b>0.40</b>	<b>Homogeneous</b>
Dec 2014	15	Mean	4.50	4.58	<b>4.54</b>	<b>Totally agree</b>
		SD	0.52	0.47	<b>0.50</b>	<b>Homogeneous</b>
May 2015	24	Mean	4.86	4.63	<b>4.75</b>	<b>Totally agree</b>
		SD	0.25	0.48	<b>0.37</b>	<b>Homogeneous</b>
Dec 2015	17	Mean	4.85	4.49	<b>4.67</b>	<b>Totally agree</b>
		SD	0.84	0.85	<b>0.85</b>	<b>Homogeneous</b>
In General (2012-2015)	128	Mean	<b>4.67</b>	<b>4.60</b>	<b>4.66</b>	<b>Totally agree</b>
		SD	<b>0.51</b>	<b>0.50</b>	<b>0.55</b>	<b>Homogeneous</b>

©Baseline data

Likert type scale: 5 = Totally agree; 4 = Agree; 3 = Nor agree or disagree; 2 = Disagree; 1 = Totally disagree

### Evidence 1.5 Subject matter knowledge according to Portfolios of Teacher Candidates

Another evidence for the subject matter knowledge is the portfolios of teacher candidates in the final clinical experience course EDUC 4913 and ARED 4913. Data of this type of evaluation are included in Table 12. Information about the Music Education candidates was not included because they were not evaluated with the portfolio rubric in MUED 4919 and MUED 4920.

As observed in Table 14, the performance of the teacher candidates in the subject matter knowledge (2012 to 2015) was graded as superior academic achievement (3.52 in a 4 points scale or “A”), according to the evaluation with the rubric *Self-check and Check of Portfolios*. The standard deviation indicate homogeneous answers or agreement in the item related to subject-matter knowledge (SD=0.45). Their evaluation was lower than May 2010, the baseline data (3.80, “A”, superior academic achievement, SD=0.10).

Table 14

*Portfolio Rubric of Teacher Candidates: Subject matter Knowledge*

Item		May 2010 <sup>o</sup>	Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	MEAN & SD (2013 to 2015)	Grade	Interpretation
<b>I.1</b> <i>In his/her educational philosophy shows an acceptable understanding of: the theoretical and philosophical principles to the level and subject matter that teaches, and of the characteristics that distinguish effective teachers (in accordance with Professional Standards of the DEPR), among others.</i>	<b>N</b>	75	14	26	9	35	15	24	17			
	<b>MEAN</b>	3.80	3.61	3.54	3.36	3.57	3.46	3.36	3.74	<b>3.52</b>	<b>A</b>	<b>Superior</b>
	<b>SD</b>	0.10	0.35	0.48	0.48	0.43	0.45	0.61	0.35	<b>0.45</b>		<b>Homogeneous</b>

©Baseline data

Standard scale (IAUPR, 2015<sup>d</sup>, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

## Summary of evidences for Subject matter Knowledge of TEP’s Teacher Candidates

The summary of the evaluation of the subject-matter knowledge of TEP’s teacher candidates is presented in Table 15. All assessments evidenced an accomplishment of Claim 1 (5 of 5 assessments, 100.00%).

Table 15

### *Assessments’ Summary for Claim 1*

<b>Assessments for Claim 1</b>	<b>Mean</b>	<b>Interpretation</b>
1. PCMAS’ Major, Raw Data (College Board, 2015)	Passing score mean: 93.8 TEP vs Statewide: 2010 <sup>o</sup> = 104.0/101.2 2011 = 104.7/101.6 2012 = 107.3/101.8 2013 = 110.7/103.6 2014 = 120.0/103.6 2015 = 112.4/107.0 In general <sub>2011 to 2015</sub> = 111.0/103.5	<b>All majors evidenced bigger means than the passing scores and statewide means (Accomplished)</b>
2. Aggregate-Assessment Level Pass-Rate Data Report of PCMAS for TEP’s teacher candidates of San Germán Campus: Specialization (Subject matter Knowledge)	TEP vs Statewide: 2010 <sup>o</sup> = 96%/92% 2011 = 89%/88% 2012 = 95%/89% 2013 = 78%/86% 2014 = 100%/88% 2015 = 100%/91% In general <sub>2011 to 2015</sub> = 92.4%/88.4%	<b>Aggregate-Assessment Level Pass-Rate mean of TEP’s was bigger than Statewide mean (Accomplished)</b>
3. PCMAS’s Major in sample of TEP’s teacher candidates	Passing score mean: 93.8 2010 <sup>o</sup> = 116.5 2011 = 104.3 2012 = 116.9 2013 = 107.3 2014 = 118.7 2015 = 116.2 In general <sub>2011 to 2015</sub> = 112.6 Minimum of Passing GPA: 3.00 “B” 2010 <sup>o</sup> = 3.26 “B” 2011 = 3.17 “B” 2012 = 3.26 “B” 2013 = 3.36 “B” 2014 = 3.39 “B”	<b>All majors evidenced bigger means than the PCMAS’ passing scores and the minimum passing GPA for TEP (Accomplished)</b>

Assessments for Claim 1	Mean	Interpretation
	2015 = 3.69 “A” In general <sup>2011 to 2015</sup> = 3.37 “B”	
4. Self-evaluation of teacher candidates	Baseline data: 2010 <sup>o</sup> = 4.70 Dec 2012 = 4.36 May 2013 = 4.60 Dec 2013 = 4.75 May 2014 = 4.68 Dec 2014 = 4.54 May 2015 = 4.75 Dec 2015 = 4.67 In general = 4.66	<b>Totally Agree (Accomplished)</b>
5. Portfolio Rubric of teacher candidates	Minimum of Passing GPA: 2.50 to 3.49 (“B”) Baseline data: 2010 <sup>o</sup> = 3.80 “A” Dec 2012 = 3.61 “A” May 2013 = 3.54 “A” Dec 2013 = 3.36 “B” May 2014 = 3.57 “A” Dec 2014 = 3.46 “B” May 2015 = 3.36 “B” Dec 2015 = 3.74 “A” In general = 3.52 “A”	<b>All grades were similar o above the minimum passing GPA for TEP (Accomplished)</b>

o - Base-line data

### Claim 2: Pedagogical Knowledge

Teacher candidates and completers (graduates) of the TEP demonstrate pedagogical knowledge and the required skills to apply them to the teaching of their subject matter by achieving a performance above the passing scores of standardized test for teacher certification (PCMAS) and 80% (above average attainment or satisfactory) or more.

#### Evidence 2.1 Pedagogical knowledge in PCMAS (Professional Competencies)

The pedagogical knowledge is evaluated by the Teacher Certification Tests (PCMAS) in the Professional Competencies exams (College Board, 2015). The passing scores as reported by College Board are presented in Table 16.

The professional competencies measured in PCMAS for the elementary level include all teacher candidates of the majors PK, K-3, 4<sup>th</sup>-6<sup>th</sup>, and Elementary Physical Education. The secondary level includes all teacher candidates or completers of the majors: Spanish, English, Mathematics, Science, Social Studies, and Secondary Physical Education. Teacher candidates or

completers of Special Education, School Health, Adapted Physical Education, Art Education, and Music Education took one of the tests (elementary level or secondary level). There are no differences between the various elementary or secondary areas in regard to on this test.

In general terms, the TEP’s teacher candidates performance (Raw Data, not Cohort Data) from 2011 to 2015 in the Professional Competencies was higher than the passing score required by the Department of Education of Puerto Rico (DEPR, 2007) in all levels (Elementary: 100.6 vs. 89.0; Secondary: 106.2 vs. 87.0). Their performance was smaller than the statewide population performance at the Elementary level (100.6 vs. 102.4), and bigger than Statewide at the Secondary level (106.2 vs. 104.4). On the other hand, the performance of teacher candidates in 2015 was lower than baseline year (2010) at the elementary level (98.0 vs 109.0) and greater than baseline year at the secondary level (110.0 vs 103.0).

Table 16

*Professional Competencies for Elementary and Secondary Level Performances of Teacher Candidates of the TEP that Passed PCMAS (Raw Data) vs. the Statewide Population: Pedagogical Knowledge (2010-2015)*

Year	TEP’s Teacher Candidates		Statewide Population		Difference of Means (TEP vs Statewide)
	N	Mean (of 160)	N	Mean (of 160)	
<b>Elementary Level</b>					
<b>2010<sup>o</sup></b>	83	109.0	1,815	106.0	<b>3.0</b>
<b>2011</b>	68	101.0	1,737	103.0	<b>-2.0</b>
<b>2012</b>	69	103.0	1,759	104.0	<b>-1.0</b>
<b>2013</b>	55	100.0	1,507	101.0	<b>-1.0</b>
<b>2014</b>	65	101.0	1,367	103.0	<b>-2.0</b>
<b>2015</b>	29	98.0	974	101.0	<b>-3.0</b>
<b>Mean (2011 to 2015)</b>		<b>100.6</b>		<b>102.4</b>	<b>-1.8</b>
<b>Passing Score (DEPR, 2007)</b>		<b>89.0</b>		<b>89.0</b>	
<b>Secondary Level</b>					
<b>2010<sup>o</sup></b>	109	103.0	1,458	105.0	<b>-2.0</b>
<b>2011</b>	57	103.0	1,111	101.0	<b>2.0</b>
<b>2012</b>	58	107.0	1,047	107.0	<b>0.0</b>
<b>2013</b>	44	106.0	930	102.0	<b>4.0</b>
<b>2014</b>	51	105.0	840	105.0	<b>0.0</b>
<b>2015</b>	32	110.0	681	107.0	<b>3.0</b>
<b>Mean (2011 to 2015)</b>		<b>106.2</b>		<b>104.4</b>	<b>1.8</b>
<b>Passing</b>		<b>87.0</b>		<b>87.0</b>	

Year	TEP's Teacher Candidates		Statewide Population		Difference of Means (TEP vs Statewide)
	N	Mean (of 160)	N	Mean (of 160)	
Score (DEPR, 2007)					

© - Base-line data

### Evidence 2.2 Aggregate Assessment Level Pass-Rate for Professional Competences (Pedagogical Knowledge) in PCMAS

The second evidence related to PCMAS and the second TEP's claim is the *Agregate-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program (Cohort Data)*. This report is submitted by College Board (2015) to the TEP of San Germán Campus. It certifies the proportion of program teacher candidates who passed all the tests they took in each knowledge area (cohort data), among all program completers who took one or more tests in each area. In Table 17 is presented the aggregate-assessment level pass-rate for Professional Competencies (Pedagogical Knowledge). TEP in 2011 to 2015 has a net difference with Statewide of 6%. The aggregate pass-rate of TEP's teacher candidates of 2015 (98%) was greater than the Statewide pass-rate mean (89%), and greater than the TEP's baseline data mean in 2010 (90%).

Table 17

*Aggregate-Assessment Level Pass-Rate Data Report of PCMAS for TEP's Teacher Candidates of San Germán Campus (Cohort Data): Professional Competencies (Pedagogical Knowledge)*

Year of PCMAS Tests	Teacher Candidates Taking Assessment	Teacher Candidates Passing Assessment	Institution Pass Rate (TEP)	Statewide Pass Rate	Difference (TEP vs Statewide)
2010 <sup>©</sup>	86	77	90%	91%	-1%
2011	55	51	93%	91%	2%
2012	59	57	97%	93%	4%
2013	41	36	88%	88%	0%
2014	48	44	92%	92%	0%
2015	40	39	98%	89%	9%

© - Base-line data

### Evidence 2.3 Major (Specialization) Exams in PCMAS and Major's GPA of Teacher Candidates

The third evidence of the pedagogical knowledge is provided by the data analysis of official academic transcripts of a sample of TEP's teacher candidates as were reported by the Registrar Office. Table 18 presents information about the performance of our teacher candidates

in the test of Professional competencies of PCMAS, and in TEP's courses. In general terms, the mean in the professional competencies of PCMAS for the sample of TEP's teacher candidates (2011 to 2015) is higher than the passing score for the different measured areas (Major: 109.1 vs. 88.0). The academic performance of the sample of TEP's teacher candidates is higher than the required minimum (3.33 vs 3.00 in a scale of 4.00) and can be interpreted as "above average academic achievement" in pedagogical knowledge courses, according to the grading system at the University (IAUPR, 2015). In the other hand, the teacher candidates' performance in 2015 was greater than 2010, the base-line data year (113.2 vs. 109.6 in Professional Competencies-PCMAS). Their GPA in 2015 was higher than base-line year 2010 (3.47 vs. 3.52).

Table 18

*Data for Sample of TEP's Teacher Candidates: Pedagogical Knowledge (Professional Competencies)*

<b>Year</b>	<b>N</b>	<b>PCMAS: Professional Competencies</b>	<b>GPA in TEP</b>
<b>2010<sup>Ⓞ</sup></b>	21	109.6	3.47
<b>2011</b>	20	108.8	3.12
<b>2012</b>	10	104.3	3.40
<b>2013</b>	36	107.8	3.30
<b>2014</b>	36	111.2	3.33
<b>2015</b>	15	113.2	3.52
<b>Mean (2011 to 2015)</b>		<b>109.1</b>	<b>3.33</b>
<b>Passing Scores</b>		<b>Mean = 88.0 (Elementary= 89; Secondary=87)</b>	<b>Minimum 3.00 "B"</b>

Ⓞ - Base-line data

#### **Evidence 2.4 Final Grades Distribution in EDUC, ARED and MUED Courses**

The fourth evidence for pedagogical knowledge is the final grades distribution in Education, Arts Education and Music Education courses. The distribution was provided by the Registrar Office in the report *SWGDIS*. Table 19 shows that the Fundamentals of Education courses had a mean of 3.09 ("B", above average academic achievement), the Methodology courses had a mean of 3.18 ("B", above average academic achievement), and 78% of students that took the Integration courses approved them ("P").

Table 19

*Final Grades Distribution in EDUC, HPER, ARED and MUED courses*

<b>Semester</b>	<b>Type of Course</b>	<b>Enrollment</b>	<b>Mean</b>	<b>Grade</b>
August-December	Fundamentals in Education	267	3.00	B
	Methodology	344	3.34	B



Semester	Type of Course	Enrollment	Mean	Grade
2012	Integration	42	57%	P
January-May 2013	Fundamentals in Education	294	3.12	B
	Methodology	302	3.34	B
	Integration	0	N/A	N/A
August- December 2013	Fundamentals in Education	296	3.11	B
	Methodology	328	3.59	A
	Integration	73	70%	P
January-May 2014	Fundamentals in Education	270	3.20	B
	Methodology	221	3.48	B
	Integration	8	88%	P
August- December 2014	Fundamentals in Education	225	3.09	B
	Methodology	264	2.63	B
	Integration	62	94%	P
January-May 2015	Fundamentals in Education	240	2.98	B
	Methodology	233	2.85	B
	Integration	0	N/A	N/A
August- December 2015	Fundamentals in Education	215	3.13	B
	Methodology	227	3.05	B
	Integration	111	78%	P
<b>Total/Mean</b>	<b>Fundamentals in Education</b>	<b>1,807</b>	<b>3.09</b>	<b>B</b>
	<b>Methodology</b>	<b>1,919</b>	<b>3.18</b>	<b>B</b>
	<b>Integration</b>	<b>296</b>	<b>77%</b>	<b>P</b>
	<b>In general (Fundamentals &amp; Methodology)</b>	<b>4,022</b>	<b>3.14</b>	<b>B</b>

Reference: Registrar Office documento *SWDGDIS*.

Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

P = Approval, no honor points

N/A = Not applicable/No means

### Evidence 2.5 Final Grades of TEP's Teacher Candidates in EDUC core courses

The fifth evidence for pedagogical knowledge is the final grades in Education core courses of TEP's teacher candidates. Data was provided by a statistical report of the Center of Informatics and Telecommunications at the *Vicepresidency of Academic, Students, and Systemic Planning Affairs* of the IAUPR. Table 20 shows the performance of teacher candidates in EDUC core courses for academic years 2013-2014 and 2014-2015. The Fundamentals of Education courses in 2014-2015 had a bigger mean (3.60, "A", Superior academic achievement) than 2013+2014 (3.03, "B", Above average academic achievement); the Methodology courses in 2014-2015 also had a bigger mean (3.51, "A", Superior academic achievement) than 2013-2014 (3.16, "B", Above average academic achievement); and three of the Field and Clinical courses in 2014-2015 had a smaller mean (3.45, "B", Above average academic achievement) than 2013-

2014 (3.70, “A”, Superior academic achievement). In general, the achievement of TEP’s completers in 2014-2015 was bigger (3.52, “A”, Superior academic achievement) than 2013-2014 (3.30 “B” or Above average academic achievement).

Table 20

*Final grades of TEP’s Teacher Candidates in EDUC Core Courses (Academic Years 2013-2014 and 2014-2015)*

Course	Credits	2013-2014		2014-2015	
		Mean	Grade	Mean	Grade
<b>Fundamentals in Education Courses</b>					
EDUC 2021	3	2.88	B	3.55	A
EDUC 2022	3	2.94	B	3.25	B
EDUC 2031	3	3.18	B	3.62	A
EDUC 2032	3	2.94	B	3.80	A
EDUC 2870	4	3.18	B	3.75	A
<b>Total/Mean in Fundamentals</b>	<b>16</b>	<b>3.03</b>	<b>B</b>	<b>3.60</b>	<b>A</b>
<b>Methodology Courses</b>					
EDUC 2060	2	3.72	A	3.40	B
EDUC 3013	2	2.93	B	3.71	A
EDUC 4011	3	2.94	B	3.43	B
EDUC 4012	2	3.17	B	3.63	A
EDUC 4050	2	3.15	B	3.43	B
<b>Total/Mean in Methodology</b>	<b>11</b>	<b>3.16</b>	<b>B</b>	<b>3.51</b>	<b>A</b>
<b>Integration Courses: EDUC 4551 &amp; 4552 (N/A)</b>					
<b>Field &amp; Clinical Experiences Courses</b>					
EDUC 1080	1	3.83	A	3.43	B
EDUC 2890	2	3.33	B	3.59	A
EDUC 3015	2	4.00	A	3.33	B
<b>Total/Mean in Field &amp; Clinical Courses</b>	<b>5</b>	<b>3.70</b>	<b>A</b>	<b>3.45</b>	<b>B</b>
<b>General Mean</b>		<b>3.30</b>	<b>B</b>	<b>3.52</b>	<b>A</b>

Reference: Center of Informatics and Telecommunications, IAUPR: SWDCAEPSTD, SWBCAPSTD, SWBCAPSTD\_MAJOR (IAUPR, 2016b).

Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

P = Approval, no honor points

N/A = Not applicable/No means/Not taken

## Evidence 2.6 Departmental final exams in EDUC core courses

The sixth evidence for pedagogical knowledge is the scores in departmental final exams in Education core courses. These exams are offered at the end of each semester or academic term. Table 21 shows the final scores for seven semesters. In general, the core courses evidenced an average academic achievement (mean of 70.1 or “C”). These data is different from other measures for Pedagogical Knowledge. The data points to a revision of the departmental exams *vis a vis* courses syllabus in order to reexamine their validity and reliability. This process will be implemented during the first semester of academic year 2016-17 (August-December, 2016) in order to revise the exams self-study data collection for the next accreditation cycle.

Table 21

### *Departmental Final Exams in EDUC Core Courses*

<b>Term</b>	<b>EDUC 2021</b>	<b>EDUC 2022</b>	<b>EDUC 2031</b>	<b>EDUC 2032</b>	<b>EDUC 2870</b>	<b>EDUC 3013</b>	<b>EDUC 3015</b>	<b>EDUC 4011</b>	<b>EDUC 4012</b>	<b>EDUC 4050</b>	<b>In General</b>
<b>December 2012</b>											
<b>N</b>	58	40	64	30	38	N/A	N/A	32	N/A	16	<b>278</b>
<b>Mean</b>	64.0	71.4	65.8	67.1	72.8	N/A	N/A	68.3	N/A	74.2	<b>69.1</b>
<b>May 2013</b>											
<b>N</b>	47	37	65	49	45	17	N/A	28	N/A	N/A	<b>288</b>
<b>Mean</b>	73.3	76.5	72.7	67.3	74.1	74.9	N/A	62.6	N/A	N/A	<b>63.3</b>
<b>December 2013</b>											
<b>N</b>	57	54	55	49	48	26	N/A	34	N/A	N/A	<b>323</b>
<b>Mean</b>	69.9	73.4	66.4	71.4	73.7	72.5	N/A	65.1	N/A	N/A	<b>70.3</b>
<b>May 2014</b>											
<b>N</b>	52	38	54	22	40	27	N/A	36	N/A	N/A	<b>269</b>
<b>Mean</b>	75.4	76.4	68.7	70.3	74.4	69.2	N/A	71.9	N/A	N/A	<b>72.3</b>
<b>December 2014</b>											
<b>N</b>	57	39	37	32	29	28	24	26	10	19	<b>301</b>
<b>Mean</b>	72.9	72.8	80.2	70.8	71.0	71.9	73.2	68.1	75.6	76.6	<b>73.0</b>
<b>May 2015</b>											
<b>N</b>	36	10	48	32	24	15	22	37	11	N/A	<b>235</b>
<b>Mean</b>	77.4	73.4	77.1	68.1	64.3	71.9	73.2	62.3	75.6	N/A	<b>71.6</b>
<b>December 2015</b>											
<b>N</b>	41	20	32	34	22	11	N/A	25	20	N/A	<b>205</b>
<b>Mean</b>	76.7	75.3	75.9	72.8	67.4	70.2	N/A	62.0	75.6	N/A	<b>71.3</b>
<b>In General</b>											
<b>N</b>	<b>291</b>	<b>238</b>	<b>355</b>	<b>216</b>	<b>246</b>	<b>124</b>	<b>46</b>	<b>218</b>	<b>41</b>	<b>35</b>	<b>1,694</b>
<b>Mean</b>	<b>72.8</b>	<b>74.2</b>	<b>72.4</b>	<b>69.7</b>	<b>71.1</b>	<b>71.8</b>	<b>73.2</b>	<b>65.8</b>	<b>75.6</b>	<b>75.4</b>	<b>70.1</b>

Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

N/A – Not offered/not measured  
 Course EDUC 2060 was not included in Departmental Final Exams

On the other hand, the departmental exams were offered as pre-posttests in each EDUC core courses in terms January to May, 2015 and in August to December, 2015. Table 22 shows these data. In general, teacher candidates that took pre-post departmental exams had a positive difference between pretest and posttest, and this difference was statistically significant in both terms.

Table 22

*Departmental Pre-post Final Exams in EDUC Core Courses (January to May, 2015 & August to December, 2015)*

Course	Term	n	Pretest Mean	Posttest Mean	$\Delta_{\text{Pre-Post}}$	p-value <sup>◆</sup>
EDUC 2021	January to May, 2015	30	36.53	75.27	<b>38.74</b>	<b>0.000*</b>
	August to December, 2015	36	35.44	76.89	<b>41.45</b>	<b>0.000*</b>
EDUC 2022	January to May, 2015	10	47.20	73.40	<b>26.20</b>	<b>0.000*</b>
	August to December, 2015	30	49.93	75.97	<b>26.04</b>	<b>0.000*</b>
EDUC 2031	January to May, 2015	16	51.75	83.63	<b>31.88</b>	<b>0.000*</b>
	August to December, 2015	52	51.15	75.19	<b>24.04</b>	<b>0.000*</b>
EDUC 2032	January to May, 2015	32	40.13	66.63	<b>26.50</b>	<b>0.000*</b>
	August to December, 2015	34	43.59	73.59	<b>30.00</b>	<b>0.000*</b>
EDUC 2870	January to May, 2015	N/A	N/A	N/A	N/A	N/A
	August to December, 2015	22	51.82	67.64	<b>15.82</b>	<b>0.000*</b>
EDUC 3013	January to May, 2015	15	56.93	71.07	<b>14.14</b>	<b>0.001*</b>
	August to December, 2015	10	50.40	70.20	<b>19.80</b>	<b>0.008*</b>
EDUC 3015	January to May, 2015	N/A	N/A	N/A	N/A	N/A
	August to December, 2015	N/A	N/A	N/A	N/A	N/A
EDUC 4011	January to May, 2015	34	40.88	62.24	<b>21.36</b>	<b>0.000*</b>
	August to December, 2015	25	38.24	62.16	<b>23.92</b>	<b>0.000*</b>
EDUC 4012	January to May, 2015	11	42.36	70.36	<b>28.00</b>	<b>0.000*</b>
	August to December, 2015	20	39.80	67.50	<b>27.70</b>	<b>0.000*</b>
EDUC 4050	January to May, 2015	N/A	N/A	N/A	N/A	N/A
	August to December, 2015	N/A	N/A	N/A	N/A	N/A
<b>In General</b>	January to May, 2015	<b>148</b>	<b>45.11</b>	<b>71.80</b>	<b>26.69</b>	
	August to December, 2015	<b>229</b>	<b>45.05</b>	<b>71.14</b>	<b>26.09</b>	

◆ = t-Test: Paired Two Sample for Means, p<0.05, one-tail

\* = Statistical significant change

N/A – Not offered/not measured

Course EDUC 2060 was not included in Departmental Final Exams

## **Evidence 2.7 Survey to Students of Teacher Candidates**

The seventh evidence for pedagogical knowledge is the survey to students of TEP's teacher candidates. The answers are presented in Table 23. Information about the Music Education candidates was not included because they were not evaluated with this survey in MUED 4915/4919 and MUED 4916/4920. All surveyed students of the TEP expressed a high level of satisfaction with teacher candidates' pedagogical knowledge (2.00 in PK, 1.94 in K-3<sup>rd</sup>, and 1.89 in 4<sup>th</sup>-12<sup>th</sup> grades of 2 points scale) in seven-cycles of data (Dec. 2012, May 2013, Dec 2013, May 2014, Dec 2014, May 2014 and Dec 2015). The standard deviation indicates that the answers were homogeneous.

Table 23

## Survey to Students of Teacher Candidates: Pedagogical Knowledge

Item	Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		In General	
		N=53		N=142		N=14		N=154		N= 135		N= 63		N= 61		N=622	
		M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I
<b>PK</b>																	
1	The teacher is cheerful and happy.	N/A		N/A		2.00	Y	N/A		2.00	Y	2.00	Y	2.00	Y	2.00	Y
3	I like the classroom activities.	N/A		N/A		2.00	Y	N/A		2.00	Y	2.00	Y	2.00	Y	2.00	Y
4	I like the activities in the patio.	N/A		N/A		2.00	Y	N/A		2.00	Y	2.00	Y	2.00	Y	2.00	Y
5	The teacher likes my work.	N/A		N/A		2.00	Y	N/A		2.00	Y	2.00	Y	2.00	Y	2.00	Y
	<b>Mean for Pedagogical Knowledge</b>	N/A		N/A		<b>2.00</b>	<b>Y</b>	<b>N/A</b>		<b>2.00</b>	<b>Y</b>	<b>2.00</b>	<b>Y</b>	<b>2.00</b>	<b>Y</b>	<b>2.00</b>	<b>Y</b>
	<b>SD</b>	N/A		N/A		N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	2.00	H
<b>K-3</b>																	
2	He/She keeps us interested in class all the time.	2.00	Y	2.00	Y	2.00	Y	1.90	Y	1.82	Y	1.85	Y	1.97	Y	1.93	Y
4	He/She explains how to work.	2.00	Y	2.00	Y	2.00	Y	1.97	Y	1.87	Y	1.97	Y	1.98	Y	1.97	Y
5	The class is interesting.	1.98	Y	2.00	Y	2.00	Y	1.95	Y	1.91	Y	1.85	Y	1.93	Y	1.87	Y
6	He/She corrects our work and explains when we should improve.	1.96	Y	2.00	Y	2.00	Y	1.94	Y	1.92	Y	1.89	Y	1.95	Y	1.95	Y
7	He/She has a good sense of humor.	2.00	Y	2.00	Y	2.00	Y	1.82	Y	1.79	Y	1.77	Y	1.98	Y	1.91	Y
8	In his/her classes we can participate.	2.00	Y	2.00	Y	2.00	Y	1.96	Y	1.93	Y	1.79	Y	1.97	Y	1.95	Y
9	When he/she makes a mistake, he/she accepts it.	2.00	Y	2.00	Y	2.00	Y	1.88	Y	1.79	Y	1.68	Y	1.89	Y	1.89	Y
	<b>Mean for Pedagogical Knowledge</b>	<b>1.99</b>	<b>Y</b>	<b>2.00</b>	<b>Y</b>	<b>2.00</b>	<b>Y</b>	<b>1.92</b>	<b>Y</b>	<b>1.86</b>	<b>Y</b>	<b>1.83</b>	<b>Y</b>	<b>1.95</b>	<b>Y</b>	<b>1.94</b>	<b>Y</b>
	<b>SD</b>	<b>0.02</b>	<b>H</b>	<b>0.00</b>	<b>H</b>	<b>0.00</b>	<b>H</b>	<b>0.06</b>	<b>H</b>	<b>0.06</b>	<b>H</b>	<b>0.09</b>	<b>H</b>	<b>0.03</b>	<b>H</b>	<b>0.37</b>	<b>H</b>
<b>4<sup>th</sup>-12<sup>th</sup></b>																	
1	He/She helps promote a good learning environment.	1.97	Y	1.98	Y	1.98	Y	1.98	Y	1.70	Y	1.91	Y	2.00	Y	1.93	Y

Item	Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		In General	
		N=53		N=142		N=14		N=154		N= 135		N= 63		N= 61		N=622	
		M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I
8	He/She enables the active and spontaneous participation of students during his/her classes.	1.95	Y	1.89	Y	1.97	Y	1.92	Y	1.69	Y	1.89	Y	1.99	Y	1.9	Y
9	He/She keeps students motivated throughout the class.	1.88	Y	1.80	Y	1.98	Y	1.86	Y	1.66	Y	1.74	Y	1.97	Y	1.84	Y
11	He/She is creative in giving his/her classes.	1.94	Y	1.86	Y	1.99	Y	1.92	Y	1.70	Y	1.80	Y	1.97	Y	1.88	Y
12	He/She has a good sense of humor.	1.90	Y	1.84	Y	1.96	Y	1.90	Y	1.67	Y	1.83	Y	1.98	Y	1.87	Y
14	I can observe that he/she is self-secure, enthusiastic, and confident in his/her classes.	1.92	Y	1.91	Y	1.91	Y	1.93	Y	1.69	Y	1.86	Y	1.97	Y	1.88	Y
15	He/She demonstrates knowledge of the subject content he/she teaches.	1.99	Y	1.94	Y	1.96	Y	1.93	Y	1.70	Y	1.92	Y	1.99	Y	1.92	y
	<b>Mean for Pedagogical Knowledge</b>	<b>1.94</b>	<b>Y</b>	<b>1.89</b>	<b>Y</b>	<b>1.96</b>	<b>Y</b>	<b>1.92</b>	<b>Y</b>	<b>1.69</b>	<b>Y</b>	<b>1.85</b>	<b>Y</b>	<b>1.98</b>	<b>Y</b>	<b>1.89</b>	<b>Y</b>
	<b>SD</b>	<b>0.04</b>	<b>H</b>	<b>0.06</b>	<b>H</b>	<b>0.03</b>	<b>H</b>	<b>0.04</b>	<b>H</b>	<b>0.02</b>	<b>H</b>	<b>0.07</b>	<b>H</b>	<b>0.01</b>	<b>H</b>	<b>0.04</b>	<b>H</b>

M = Mean; Int = Interpretation; 2 = Yes (Y); 1 = Sometimes (S) 0 = No (N); H = Homogeneous;

N/A – Not offered/not evaluated

## Evidence 2.8 Self-evaluation of Teacher Candidates

The eighth evidence for pedagogical knowledge is provided by the self-evaluation of TEP's teacher candidates. Information about the Music Education candidates was not included because they did not answer the self-evaluation questionnaire in MUED 4915/4919 and MUED 4916/4920. The answers are presented in Table 24. TEP's teacher candidates expressed a high level of satisfaction with how the program developed in then the pedagogical knowledge (4.62 in a Likert style scale, "Totally agree"). The standard deviation indicates that the answers were homogeneous (SD=0.49).

Table 24

### *Self-evaluation of Teacher Candidates: Pedagogic Knowledge*

Academic Years	N		Items			Mean	Interpretation
			A.4	A.6	A.13		
			<i>I use varied methodology in the teaching of curricular content.</i>	<i>I integrate content of my discipline with other curricular content areas.</i>	<i>I use the tools and techniques to assess my student that are suggested in the Curriculum Framework of my subject matter.</i>		
Dec 2012	14	Mean	4.57	4.61	4.64	4.61	Totally Agree
		SD	0.73	0.73	0.56	0.65	Homogeneous
May 2013	28	Mean	4.56	4.73	4.53	4.61	Totally Agree
		SD	0.56	0.39	0.41	0.45	Homogeneous
Dec 2013	9	Mean	4.64	5.00	4.71	4.79	Totally Agree
		SD	0.48	0.00	0.49	0.41	Homogeneous
May 2014	35	Mean	4.14	4.59	4.62	4.45	Agree
		SD	0.84	0.44	0.40	0.62	Homogeneous
Dec 2014	15	Mean	4.63	4.71	4.71	4.68	Totally Agree
		SD	0.43	0.45	0.45	0.43	Homogeneous
May 2015	15	Mean	4.64	4.78	4.51	4.64	Totally Agree
		SD	0.42	0.53	0.79	0.60	Homogeneous



Academic Years	N		Items			Mean	Interpretation
			A.4	A.6	A.13		
			<i>I use varied methodology in the teaching of curricular content.</i>	<i>I integrate content of my discipline with other curricular content areas.</i>	<i>I use the tools and techniques to assess my student that are suggested in the Curriculum Framework of my subject matter.</i>		
Dec 2015	24	Mean	4.56	4.70	5.00	4.59	Totally Agree
		SD	0.73	0.45	0.00	0.68	Homogeneous
In general (2012-2015)	140	Mean	<b>4.53</b>	<b>4.73</b>	<b>4.67</b>	<b>4.62</b>	<b>Totally agree</b>
		SD	<b>0.60</b>	<b>0.43</b>	<b>0.44</b>	<b>0.49</b>	<b>Homogeneous</b>

Likert type scale: 5 = Totally agree; 4 = Agree; 3 = Nor agree or disagree; 2 = Disagree; 1 = Totally disagree

### Evidence 2.9 Portfolios of Teacher Candidates

Another evidence for the pedagogic knowledge is the portfolios of teacher candidates in the final clinical experience course EDUC 4913 and ARED 4913. Data of this type of evaluation are included in Table 25. Information about the Music Education candidates was not included because they were not evaluated with the portfolio rubric in MUED 4919 and MUED 4920.

As observed in Table 25, the performance of the teacher candidates in pedagogic knowledge (2012 to 2015) was graded as superior academic achievement (3.59 in a 4 points scale or “A”), according to the evaluation with the rubric *Self-check and Check of Portfolios*. The standard deviation indicate homogeneous answers or agreement in the item related to subject-matter knowledge (SD=0.52).

Table 25

*Portfolio Rubric of Teacher Candidates: Pedagogic Knowledge*

Item		Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General	Grade	Interpretation
	N	14	26	9	35	15	24	17	140		
I.2 <i>In his/her educational philosophy explains how to apply theoretical principles to the planning, teaching, assessment, and to guide all areas of its role as an educator, for example: in the community, school and classroom.</i>	MEAN	3.61	3.56	3.50	3.39	3.33	3.24	3.74	3.48	B	Above average
	SD	0.35	0.58	0.50	0.45	0.62	0.87	0.35	0.53		Homogeneous
I.3 <i>The content of the portfolio reflects the ideas outlined in his/her educational philosophy, for example: his/her planning and teaching-learning-assessment show that he/she can apply what is expressed herein.</i>	MEAN	3.64	3.54	3.79	3.56	3.46	3.27	3.74	3.57	A	Superior
	SD	0.38	0.63	0.39	0.40	0.62	1.13	0.35	0.56		Homogeneous
II.a.1 <i>In the daily plans of two lessons he/she properly inserts the key ideas/skills/processes of his/her subject matter standards that apply to the content of the lessons, Expectations and level of thought (Norman Webb).</i>	MEAN	3.79	3.76	3.79	3.82	3.50	3.58	3.83	3.72	A	Superior
	SD	0.39	0.32	0.39	0.29	0.83	0.73	0.35	0.47		Homogeneous
II.a.2 <i>In daily lessons plans shows integration of knowledge of his/her academic discipline and other disciplines of the curriculum (curriculum integration).</i>	MEAN	3.71	3.60	3.86	3.56	3.63	3.68	3.89	3.70	A	Superior
	SD	0.76	0.38	0.38	0.72	0.64	0.59	0.33	0.54		Homogeneous
II.a.3 <i>The daily plans include different methods/techniques of teaching and Assessment that promote learning with understanding of his/her specialty.</i>	MEAN	3.86	3.71	3.86	3.88	3.42	3.49	3.83	3.72	A	Superior
	SD	0.24	0.52	0.38	0.29	0.76	0.70	0.35	0.46		Homogeneous

Item		Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General	Grade	Interpretation
	N	14	26	9	35	15	24	17	140		
II.b.1 Describes and explains how he/she used educational modes of instruction (methods/techniques) to promote in his/her student learning with understanding.	MEAN	3.68	3.71	3.64	3.43	3.67	3.58	3.83	3.65	A	Superior
	SD	0.37	0.35	0.75	0.46	0.44	0.63	0.35	0.48		Homogeneous
II.c.1 Describes and explains at least three modes of Assessment to monitor the learning process and to help students make connections between concepts and skills of his/her discipline.	MEAN	3.46	3.67	3.86	3.58	3.63	3.82	3.67	3.67	A	Superior
	SD	0.47	0.56	0.38	0.40	0.88	0.35	0.71	0.54		Homogeneous
II.c.2 For each type of Assessment selected, presents examples of the work of three students properly corrected using criteria presented in rubrics, checklists and keys (a total of nine (9) examples).	MEAN	3.32	3.81	3.86	3.82	3.75	3.64	3.89	3.73	A	Superior
	SD	0.51	0.26	0.38	0.29	0.40	1.04	0.33	0.46		Homogeneous
II.c.4 In at least one of the selected Assessments, explains how the students used the criteria to self-assess their social performance in cooperative learning.	MEAN	3.57	3.21	3.71	3.44	3.04	3.53	3.60	3.44	B	Above Average
	SD	0.45	1.02	0.76	0.44	1.21	0.40	0.43	0.67		Homogeneous
<b>In General</b>	MEAN	<b>3.63</b>	<b>3.62</b>	<b>3.76</b>	<b>3.61</b>	<b>3.49</b>	<b>3.54</b>	<b>3.60</b>	<b>3.59</b>	A	Superior
	SD	<b>0.44</b>	<b>0.51</b>	<b>0.48</b>	<b>0.42</b>	<b>0.71</b>	<b>0.72</b>	<b>0.39</b>	<b>0.52</b>		Homogeneous

Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

## Evidence 2.10 Evaluation of Teacher Candidates in Clinical Courses

The tenth evidence is the evaluation of TEP’s teacher candidates in clinical course EDUC 4013 and ARED 4013. Table 26 presents the final average allotted by University Supervisors and Cooperating Teachers. Information about the Music Education candidates in MUED 4915/4919 and MUED 4916/4920 was not included. In general, the Teacher Candidates were evaluated by their University Supervisors with 93.01% (“A”, Superior academic achievement), and by their Cooperating Teachers with 94.32% (“A”, Superior academic achievement). The evaluation of Teacher Candidates by Cooperating Teachers was higher than the evaluation by University Supervisors (1.31%).

Table 26

*Final average allotted of TEP’s Teacher Candidates by University Supervisors and Cooperating Teachers*

Semester	N	SUP		TEA		$\Delta_{\text{Mean SUP-TEA}}$
		Mean	SD	Mean	SD	
Dec 2012	14	95.21	2.58	95.93	2.64	-0.71
May 2013	26	93.35	3.17	95.23	2.64	-1.88
Dec 2013	9	93.78	4.15	94.44	2.51	-0.67
May 2014	35	93.52	3.15	94.61	3.47	-1.10
Dec 2014	16	91.65	4.86	93.82	3.96	-2.17
May 2015	24	90.28	7.61	92.60	4.28	-2.32
Dec 2015	17	93.28	5.86	93.58	5.04	-0.30
In general	141	<b>93.01</b>	<b>4.48</b>	<b>94.32</b>	<b>3.51</b>	<b>-1.31</b>
		<b>A</b>	<b>He</b>	<b>A</b>	<b>He</b>	
		<b>Superior</b>		<b>Superior</b>		

SUP = University Supervisor, TEA = Cooperating Teacher, He = Heterogeneous Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

## Evidence 2.11 Final Grades Distribution in Clinical Courses

The eleventh evidence for pedagogical knowledge is the final grades distribution in Education, Arts Education and Music Education clinical courses. The distribution was provided by the Registrar Office in the report *SWGDIS* for academic years 2012-2013 and 2013-2014, and term August to December 2015. Table 27 shows that the clinical courses had a mean of 3.94 (“A”, Superior academic achievement).

Table 27

*Final Grades Distribution in EDUC, ARED and MUED Clinical Courses*

<b>Semester</b>	<b>Clinical Courses</b>	<b>Enrollment</b>	<b>Mean</b>	<b>Grade</b>
August-December 2012	EDUC 4013	12	4.00	A
	ARED 4913	2	4.00	A
	MUED 4915/4919	3	4.00	A
	MUED 4916/4920	5	4.00	A
	<b>Total/Mean in Clinical Courses</b>	<b>22</b>	<b>4.00</b>	<b>A</b>
January-May 2013	EDUC 4013	27	4.00	A
	ARED 4913	2	4.00	A
	MUED 4915/4919	6	4.00	A
	MUED 4916/4920	6	4.00	A
	<b>Total/Mean in Clinical Courses</b>	<b>41</b>	<b>4.00</b>	<b>A</b>
August-December 2013	EDUC 4013	9	3.89	A
	ARED 4913	0	N/A	N/A
	MUED 4915/4919	2	4.00	A
	MUED 4916/4920	2	4.00	A
	<b>Total/Mean in Clinical Courses</b>	<b>13</b>	<b>3.96</b>	<b>A</b>
January-May 2014	EDUC 4013	29	3.90	A
	ARED 4913	6	4.00	A
	MUED 4915/4919	12	3.83	A
	MUED 4916/4920	1	4.00	A
	<b>Total/Mean in Clinical Courses</b>	<b>48</b>	<b>3.93</b>	<b>A</b>
August-December 2014	EDUC 4013	13	3.85	A
	ARED 4913	2	4.00	A
	MUED 4915/4919	1	4.00	A
	MUED 4916/4920	0	N/A	N/A
	<b>Total/Mean in Clinical Courses</b>	<b>16</b>	<b>3.95</b>	<b>A</b>
January-May 2015	EDUC 4013	22	3.86	A
	ARED 4913	1	4.00	A
	MUED 4915/4919	4	4.00	A
	MUED 4916/4920	4	4.00	A
	<b>Total/Mean in Clinical Courses</b>	<b>31</b>	<b>3.97</b>	<b>A</b>
August-December 2015	EDUC 4013	18	3.89	A
	ARED 4913	0	N/A	N/A
	MUED 4915/4919	6	3.50	A
	MUED 4916/4920	3	3.67	A
	<b>Total/Mean in Clinical Courses</b>	<b>27</b>	<b>3.69</b>	<b>A</b>
<b>In general</b>	<b>EDUC 4013</b>	<b>130</b>	<b>3.91</b>	<b>A</b>
	<b>ARED 4913</b>	<b>13</b>	<b>4.00</b>	<b>A</b>
	<b>MUED 4915/4919</b>	<b>34</b>	<b>3.90</b>	<b>A</b>
	<b>MUED 4916/4920</b>	<b>21</b>	<b>3.95</b>	<b>A</b>
<b>Total/Mean in Clinical Courses</b>		<b>198</b>	<b>3.94</b>	<b>A</b>

Reference: Registrar Office document *SWDGDIS*.

Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

P = Approval, no honor points

N/A = Not applicable/No means

### Summary of evidences for Pedagogical Knowledge of TEP's Teacher Candidates

The summary of the evaluation of the pedagogical knowledge of TEP's teacher candidates is presented in Table 28. The majority of assessments evidenced an accomplishment of Claim 2 (10 of 11 assessments, 90.91%).

Table 28

#### *Assessments' Summary for Claim 2*

<b>Assessments for Claim 2</b>	<b>Mean</b>	<b>Interpretation</b>
1. Professional Competences for Elementary and Secondary Level Performances of Teacher Candidates of the TEP that Passed PCMAS (Raw Data) vs. Statewide Population: Pedagogical Knowledge	Passing scores: Elementary = 89 Secondary = 87 TEP vs Statewide- Elementary: 2010 <sup>o</sup> = 109.0/106.0 2011 to 2015 = 100.6/102.4 TEP vs Statewide- Secondary: 2010 <sup>o</sup> = 103.0/105.0 2011 to 2015 = 106.2/104.4	<b>Teacher candidates evidenced bigger means than the passing scores and statewide means at Secondary level (Accomplished)</b>
2. Aggregate-Assessment Level Pass-Rate Data Report of PCMAS for TEP's Teacher Candidates of San Germán Campus: Professional Competencies (Pedagogical Knowledge)	TEP vs Statewide: 2010 <sup>o</sup> = 90%/91% 2011 = 93%/91% 2012 = 97%/93% 2013 = 88%/88% 2014 = 92%/92% 2015 = 98%/89% In general <sub>2011 to 2015</sub> = 93.6%/90.6%	<b>Teacher candidates evidenced bigger percentages means than baseline data and bigger than statewide percentages means (Accomplished)</b>
3. Data for sample of TEP's Teacher Candidates: Pedagogical Knowledge (Professional Competencies)	PCMAS' Passing score mean: 88 2010 <sup>o</sup> = 109.6 2011 = 108.8 2012 = 104.3 2013 = 107.8 2014 = 111.2	<b>Teacher candidates evidenced bigger means than the PCMAS' passing scores and bigger than the minimum passing GPA for</b>

Assessments for Claim 2	Mean	Interpretation
	2015 = 113.2 In general <sub>2011 to 2015</sub> = 109.1 Minimum of Passing GPA: 3.00, “B” 2010 <sup>o</sup> = 3.47 2011 = 3. 2012 = 104.3 2013 = 107.8 2014 = 111.2 2015 = 113.2 In general <sub>2011 to 2015</sub> = 3.33	<b>TEP (Accomplished)</b>
4. Final grades Distribution in EDUC, ARED and MUED courses	Minimum of Passing GPA: 2.50 to 3.49 (“B”) TEP’s courses: Fundamentals = 3.09 “B” Methodology = 3.48 “B” Integration = P (77% of candidates) In general = 3.14 “B”	<b>All grades were similar or above the minimum passing GPA for TEP (Accomplished)</b>
5. Final grades of TEP’s Teacher Candidates in EDUC core courses	Minimum of Passing GPA: 2.50 to 3.49 (“B”) TEP’s courses (January to May, 2015 & August to December, 2015): Fundamentals = 3.03 “B” Methodology = 3.16 “B” Integration = N/A Field & Clinical courses = 3.70 “A” In general = 3.30 “B”	<b>All grades were similar or above the minimum passing GPA for TEP (Accomplished)</b>
6. Departmental Final Exams in EDUC core courses	Minimum of Passing Grade: 80% or more TEP’s core courses: EDUC 2021 = 72.8% “C” EDUC 2022 = 74.2% “C” EDUC 2031 = 72.4 “C” EDUC 2032 = 69.7 “D” EDUC 2870 = 71.1 “C” EDUC 3013 = 71.8 “C” EDUC 3015 = 73.2% (“C”) EDUC 4011 = 65.8 “D” EDUC 4012 = 75.6 (“C”) EDUC 4050 = 75.6 “C” In general = 70.1 “C”	<b>None of the TEP’s core courses obtained the minimum of passing grade for TEP (Not accomplished) But there was a statistically significant change in means in posttests</b>

Assessments for Claim 2	Mean	Interpretation
	Departmental Pre-post Tests for TEP's core courses: In general January-May, 2015 = 45.1/71.80* August-December, 2015 = 45.05/71.14* (*-Statistically Significant Change in Means, $p < 0.05$ )	
7. Survey to Students of Teacher Candidates: Pedagogical Knowledge	Likert type scale: 2 points PK = 2.00 Yes K-3 = 1.94 Yes 4 <sup>th</sup> -12 <sup>th</sup> = 1.89 Yes	<b>Totally Agree (Accomplished)</b>
8. Self-evaluation of Teacher Candidates: Pedagogical Knowledge	Likert type scale: 5 points Dec 2012 = 4.61 May 2013 = 4.61 Dec 2013 = 4.79 May 2014 = 4.45 Dec 2014 = 4.53 May 2015 = 4.73 Dec 2015 = 4.67 In general = 4.62	<b>Totally Agree (Accomplished)</b>
9. Portfolio Rubric of Teacher Candidates: Pedagogical Knowledge	Minimum of Passing GPA: 2.50 to 3.49 ("B") Dec 2012 = 3.63 May 2013 = 3.62 Dec 2013 = 3.76 May 2014 = 3.61 Dec 2014 = 3.49 May 2015 = 3.54 Dec 2015 = 3.60 In general = 3.60 "A"	<b>All grades were similar or above the minimum passing GPA for TEP (Accomplished)</b>
10. Final Average Allotted of TEP's Teacher Candidates by University Supervisors and Cooperating Teachers	Minimum of Passing Grade: 80% or more SUP vs TEA: Dec 2012 = 95.21/95.93 May 2013 = 93.35/95.23 Dec 2013 = 93.78/94.44 May 2014 = 93.52/94.61 Dec 2014 = 91.65/93.82 May 2015 = 90.22/92.60 Dec 2015 = 93.28/93.58 In general: 93.01/94.32	<b>TEP's teacher candidates obtained more than the minimum of passing grade for TEP (Accomplished)</b>



Assessments for Claim 2	Mean	Interpretation
11. Final Grade Distributions in EDUC, ARED and MUED Clinical Courses	Minimum of Passing GPA: 2.50 to 3.49 (“B”) EDUC 4913 = 3.91 “A” ARED 4913 = 4.00 “A” MUED 4915/4919 = 3.90 “A” MUED 4916/4920 = 3.95 “A” In general = 3.94 “A”	<b>All grades were above the minimum passing GPA for TEP (Accomplished)</b>

⊙ - Base-line data

### Claim 3: Caring and Effective Teaching Skills (Professional Dispositions)

Teacher candidates and completers (graduates) of the TEP demonstrate commitment and positive attitudes toward their students and to teaching and professional development by achieving a performance of 80% (above average attainment or satisfactory) or more.

#### Evidence 3.1 Survey to Students of Teacher Candidates

The first evidence for caring and effective teaching skills (professional dispositions) is the survey to students of TEP’s teacher candidates and is included in Table 29. Information about the Music Education candidates in MUED 4915/4919 and MUED 4916/4920 was not included. All surveyed students of the TEP expressed a high level of satisfaction with teachers candidates caring and effective teaching skills or professional dispositions (1.99 in PK, 1.96 in K-3<sup>rd</sup>, and 1.81 in 4<sup>th</sup>-12<sup>th</sup> grades of 2 point scales). The standard deviation indicates that the answers were homogeneous.

Table 29

## Survey to Students of Teacher Candidates: Caring and Effective Teaching Skills (Professional Dispositions)

Item	Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		In General	
		N=53		N=142		N=14		N=154		N= 135		N= 63		N= 61		N=622	
		M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I
<b>PK</b>																	
2	The teacher pays attention to me and invites to participate and play in class; he/she listens to me..	2.00	Y	N/A		N/A		N/A		2.00	Y	2.00	Y	2.00	Y	2.00	Y
6	The teacher corrects and disciplines us with love.	2.00	Y	N/A		N/A		N/A		2.00	Y	2.00	Y	2.00	Y	2.00	Y
7	The teacher is a good person.	1.90	Y	N/A		N/A		N/A		2.00	Y	2.00	Y	2.00	Y	1.98	Y
	<b>Mean for Caring and Effective Teaching Skills (Professional Dispositions)</b>	<b>1.97</b>	<b>Y</b>	<b>N/A</b>		<b>N/A</b>		<b>N/A</b>		<b>2.00</b>	<b>Y</b>	<b>2.00</b>	<b>Y</b>	<b>2.00</b>	<b>Y</b>	<b>1.99</b>	<b>Y</b>
	<b>SD</b>	<b>0.06</b>	<b>H</b>	<b>N/A</b>		<b>N/A</b>		<b>N/A</b>		<b>0.03</b>	<b>H</b>	<b>0.04</b>	<b>H</b>	<b>0.01</b>	<b>H</b>	<b>0.04</b>	<b>H</b>
<b>K-3</b>																	
1	He/She answers our questions and listens to us.	1.96	Y	2.00	Y	1.93	Y	1.92	Y	1.90	Y	1.84	Y	1.97	Y	1.93	Y
3	He/She assists each one in our class work when we need help.	2.00	Y	2.00	Y	1.93	Y	1.95	Y	1.96	Y	1.89	Y	1.93	Y	1.95	Y
10	The teacher is kind and good with me.	2.00	Y	2.00	Y	2.00	Y	1.97	Y	1.94	Y	2.00	Y	2.00	Y	1.99	Y
	<b>Mean for Caring and Effective Teaching Skills (Professional Dispositions)</b>	<b>1.99</b>	<b>Y</b>	<b>2.00</b>	<b>Y</b>	<b>1.95</b>	<b>Y</b>	<b>1.95</b>	<b>Y</b>	<b>1.93</b>	<b>Y</b>	<b>1.91</b>	<b>Y</b>	<b>1.97</b>	<b>Y</b>	<b>1.96</b>	<b>Y</b>
	<b>SD</b>	<b>0.03</b>	<b>H</b>	<b>0.00</b>	<b>H</b>	<b>0.04</b>	<b>H</b>	<b>0.03</b>	<b>H</b>	<b>0.03</b>	<b>H</b>	<b>0.08</b>	<b>H</b>	<b>0.03</b>	<b>H</b>	<b>0.03</b>	<b>H</b>
<b>4<sup>th</sup>-12<sup>th</sup></b>																	
2	Is kind and sensitive; has a good relationship with students.	1.99	Y	1.91	Y	1.94	Y	1.95	Y	1.71	Y	1.91	Y	2.00	Y	1.92	Y
3	Allows students to express their ideas and participate in class.	1.89	Y	1.87	Y	1.97	Y	1.95	Y	1.68	Y	1.92	Y	1.98	Y	1.89	Y

Item	Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		In General	
		N=53		N=142		N=14		N=154		N= 135		N= 63		N= 61		N=622	
		M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I
4	Assists students individually if needed.	1.94	Y	1.89	Y	1.98	Y	1.88	Y	1.69	Y	1.88	Y	1.96	Y	1.89	Y
5	Appreciates the interests and customs of students.	1.92	Y	1.93	Y	1.95	Y	1.93	Y	1.68	Y	1.86	Y	1.99	Y	1.89	Y
7	Shows flexibility by taking into consideration the points of view of students.	1.95	Y	1.90	Y	1.97	Y	1.91	Y	1.69	Y	1.89	Y	1.99	Y	1.90	Y
10	He/She listens to students' approaches.	1.96	Y	1.89	Y	1.96	Y	1.90	Y	1.65	Y	1.90	Y	1.99	Y	1.92	Y
13	He/She addresses the student with respect and courtesy.	1.97	Y	1.97	Y	1.96	Y	1.96	Y	1.72	Y	1.94	Y	1.98	Y	1.93	Y
	<b>Mean for Caring and Effective Teaching Skills (Professional Dispositions)</b>	<b>1.73</b>	<b>Y</b>	<b>1.70</b>	<b>Y</b>	<b>1.74</b>	<b>Y</b>	<b>1.92</b>	<b>Y</b>	<b>1.68</b>	<b>Y</b>	<b>1.88</b>	<b>Y</b>	<b>1.99</b>	<b>Y</b>	<b>1.81</b>	<b>Y</b>
	<b>SD</b>	<b>0.03</b>	<b>H</b>	<b>0.04</b>	<b>H</b>	<b>0.01</b>	<b>H</b>	<b>0.03</b>	<b>H</b>	<b>0.03</b>	<b>H</b>	<b>0.04</b>	<b>H</b>	<b>0.01</b>	<b>H</b>	<b>0.03</b>	<b>H</b>

M = Mean; Int = Interpretation; Scale: 2=Yes (Y); 1=Sometimes (S); 0=No (0); H = Homogeneous; N/A – Not offered/not evaluated

### Evidence 3.2 Self-evaluation of Teacher Candidates

The second evidence for caring and effective teaching skills (professional dispositions) is provided by the self-evaluation of TEP's teacher candidates. Information about the Music Education candidates in MUED 4915/4919 and MUED 4916/4920 was not included. The answers are presented in Table 30. All TEP's teacher candidates expressed a high level of satisfaction how the program developed in them the caring and effective teaching skills or professional dispositions (4.67 in a Likert style scale, "Totally agree"). The standard deviation indicates that the answers were homogeneous (SD=0.51).

Table 30

*Self-evaluation of Teacher Candidates: Caring and Effective Teaching Skills (Professional Dispositions)*

Item	N	Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General	Inter-pretation
		14	28	9	35	15	15	24	140	
A.8 I know the contributions of my discipline to the social and cultural development of my students.	MEAN	4.61	4.77	4.86	4.73	4.79	4.67	4.78	4.74	Totally Agree
	SD	0.73	0.33	0.38	0.35	0.40	0.53	0.44	0.45	Homogeneous
A.11 I adapt the curricular content to the cognitive development of students.	MEAN	4.61	4.87	5.00	4.39	4.50	4.72	4.89	4.71	Totally Agree
	SD	0.73	0.30	0.00	0.81	0.77	0.41	0.33	0.48	Homogeneous
A.12 I plan using varied methods and techniques in the teaching-learning process.	MEAN	4.64	4.78	4.79	4.17	4.67	4.69	5.00	4.67	Totally Agree
	SD	0.75	0.25	0.39	0.78	0.44	0.48	0.00	0.44	Homogeneous
B.15 In develop in my classes cognitive, affective and psychomotor skills according to my students' stages of development.	MEAN	4.71	4.94	4.86	4.67	4.75	4.78	4.97	4.81	Totally Agree
	SD	0.57	0.16	0.38	0.45	0.45	0.41	0.08	0.36	Homogeneous
B.16 I incorporate life experiences into the educational process.	MEAN	4.61	4.77	4.71	4.82	4.83	4.78	4.72	4.75	Totally Agree
	SD	0.73	0.39	0.76	0.36	0.44	0.56	0.44	0.53	Homogeneous

Item		Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General	Interpretation
	N	14	28	9	35	15	15	24	140	
B.19 <i>I plan considering the involvement of the community in my classes.</i>	MEAN	3.96	4.29	4.57	4.06	4.25	4.63	4.63	4.34	Agree
	SD	1.25	0.63	0.79	0.95	0.72	0.56	0.41	0.76	Homogeneous
<b>In General</b>	MEAN	<b>4.52</b>	<b>4.74</b>	<b>4.80</b>	<b>4.47</b>	<b>4.63</b>	<b>4.71</b>	<b>4.83</b>	<b>4.67</b>	<b>Totally Agree</b>
	SD	<b>0.79</b>	<b>0.34</b>	<b>0.45</b>	<b>0.62</b>	<b>0.58</b>	<b>0.49</b>	<b>0.28</b>	<b>0.51</b>	<b>Homogeneous</b>

Likert type scale: 5 = Totally agree; 4 = Agree; 3 = Nor agree or disagree; 2 = Disagree; 1 = Totally disagree

### **Evidence 3.3 Evaluation of the Willingness/Dispositions of Teacher Candidates: Affection and Sensitivity**

The third evidence for caring and effective teaching skills (professional dispositions) is the rubric titled *Evaluation of the Willingness of Teacher Candidates: Affection and Sensitivity* of administered in the final clinical experience course EDUC 4913 and ARED 4913. The university supervisors and cooperating teachers completed the rubric *Evaluation of the Willingness of the Student Teacher: Affection and Sensitivity* for each teacher candidate. Data of this type of evaluation are included in Table 31. Information about the Music Education candidates in MUED 4915/4919 and MUED 4916/4920 was not included. The university supervisors and cooperating teachers agreed that our teacher candidates accomplished these competences (1.94 of 2.0 points).

Table 31

*Evaluation of the Willingness/Dispositions of Teacher Candidates: Affection and Sensitivity (Caring and Effective Teaching Skills or Professional Dispositions)*

Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		Mean N= 142	Interpreta- tion
	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA		
Q-1 <i>Assesses and responds to the content and feelings reflected in the words of his students and provides thoughtful and meaningful feedback.</i>	2.00	2.00	2.00	1.96	1.86	2.00	1.97	2.00	2.00	2.00	1.83	1.96	2.00	2.00	1.97	Accomplished
Q-2 <i>Shows interest in his/her students. Listens with compassion and empathy when they talk about their problems and situations they face, he/she provides support and identifies resources to help them deal with specific issues.</i>	2.00	2.00	2.00	2.00	1.86	1.86	1.97	2.00	2.00	2.00	1.88	2.00	2.00	2.00	1.97	Accomplished
Q-3 <i>He/She is kind and sensitive, has good relations with his/her students.</i>	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.93	2.00	1.96	2.00	2.00	2.00	1.99	Accomplished

Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		Mean N= 142	Interpreta- tion
	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA		
Q-4 <i>Allows students to express themselves and participate in class, fostering critical thinking and problem-solving.</i>	2.00	2.00	1.96	2.00	1.75	2.00	1.91	2.00	1.87	2.00	1.71	1.96	1.94	1.94	1.79	Accomplished
Q-5 <i>Attends to each student separately, if necessary.</i>	2.00	2.00	2.00	1.91	2.00	2.00	1.91	2.00	2.00	2.00	1.63	2.00	2.00	2.00	1.96	Accomplished
Q-9 <i>Keeps students motivated throughout the class.</i>	2.00	2.00	1.94	1.94	2.00	1.86	1.86	2.00	1.93	2.00	1.65	1.88	2.00	1.94	1.92	Accomplished
Q-10 <i>Listens to the ideas of students and contributes significantly to the topic under discussion.</i>	2.00	2.00	2.00	1.87	1.71	2.00	1.94	2.00	2.00	2.00	1.88	2.00	2.00	2.00	1.96	Accomplished
Q-11 <i>Exhibits a professional attitude when the supervisor, director, or cooperating teacher gives suggestions, opinions, and recommendations.</i>	2.00	2.00	2.00	1.95	2.00	1.86	2.00	2.00	2.00	2.00	1.96	1.96	2.00	2.00	1.98	Accomplished

Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		Mean N=142	Interpreta- tion
	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA		
Q-12 <i>Has good sense of humor.</i>	2.00	2.00	2.00	1.87	2.00	1.71	1.86	2.00	1.93	2.00	1.83	1.92	2.00	2.00	1.94	Accomplished
Q-13 <i>Addresses the student with respect and courtesy.</i>	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.96	2.00	2.00	2.00	2.00	Accomplished
Q-14 <i>Provides opportunities to discuss issues relevant to the lives of his/her students and their values.</i>	2.00	2.00	1.85	1.97	1.71	1.86	2.00	1.97	1.79	2.00	1.71	2.00	2.00	2.00	1.92	Accomplished
<b>Mean</b>	<b>2.00</b>	<b>2.00</b>	<b>1.98</b>	<b>1.95</b>	<b>1.91</b>	<b>1.92</b>	<b>1.95</b>	<b>1.99</b>	<b>1.96</b>	<b>1.72</b>	<b>1.85</b>	<b>1.97</b>	<b>2.00</b>	<b>1.99</b>	<b>1.94</b>	<b>Accomplished</b>

Scale: Yes = 2 (Accomplished, 1.50-2.00 points); No = 0 (Not accomplished, 0.00-0.49 points); Sometimes = 1 (Partially accomplished, 0.50-1.49 points)



**Summary of evidences for Caring and Effective Teaching Skills (Professional Dispositions) of TEP’s Teacher Candidates**

The summary of the evaluation of the Caring and Effective Teaching Skills (Professional Dispositions) of TEP’s teacher candidates is presented in Table 32. All assessments evidenced an accomplishment of Claim 3 (3 of 3 assessments, 100%).

Table 32

*Assessments’ Summary for Claim 3*

<b>Assessments for Claim 3</b>	<b>Mean</b>	<b>Interpretation</b>
1. Survey to Students of Teacher Candidates: Caring and Effective Teaching Skills (Professional Dispositions)	Likert type scale: 2 points PK = 1.99 Yes K-3 = 1.96 Yes 4 <sup>th</sup> -12 <sup>th</sup> = 1.81 Yes	<b>Totally Agree (Accomplished)</b>
2. Self-evaluation of Teacher Candidates: Caring and Effective Teaching Skills (Professional Dispositions)	Likert type scale: 5 points Dec 2012 = 4.52 May 2013 = 4.74 Dec 2013 = 4.80 May 2014 = 4.47 Dec 2014 = 4.63 May 2015 = 4.71 Dec 2015 = 4.83 In general = 4.67	<b>Totally Agree (Accomplished)</b>
3. Evaluation of the Willingness of Teacher Candidates: Affection and Sensitivity (Caring and Effective Teaching Skills or Professional Dispositions)	Likert type scale: 2 points SUP vs TEA: Dec 2012 = 2.00/2.00 May 2013 = 1.98/1.95 Dec 2013 = 1.91/1.92 May 2014 = 1.95/1.96 Dec 2014 = 1.96/1.72 May 2015 = 1.85/1.97 Dec 2015 = 2.00/1.99 In general = 1.94	<b>Accomplished</b>

### Claim 4.1: Cross-cutting theme Learning How to Learn (Research)

Teacher candidates and completers (graduates) of the TEP demonstrate that they have learned how to access information on their own (research), that they can transfer what they have learned to new situations, and that they have acquired the attitudes and skills that will support life-long learning in their field by achieving a performance of above average attainment or satisfactory or more.

#### Evidence 4.1.1 Final Grades Distribution in EDUC, HPER, and ARED Courses

The first evidence for learning how to learn claim is the final grades distribution in research Education courses (EDUC 4012; HPER 4110, HPER 4120, HPER 4130, HPER 4140), and Arts Education courses (ARED 4015). The distribution was provided by the Registrar Office in the report *SWGDIS*. Table 33 shows that the courses related to claim 4.1 had a mean of 3.17 (“B”, above average academic achievement).

Table 33

*Final Grades Distribution in EDUC, HPER and ARED courses: Learning How to Learn (Research)*

Semester	Enrollment	Mean	Grade
August-December 2012	52	2.89	B
January-May 2013	33	2.91	B
August-December 2013	17	3.44	B
January-May 2014	17	3.29	B
August-December 2014	53	3.44	B
January-May 2015	32	3.28	B
August-December 2015	11	3.62	A
<b>Total/Mean</b>	<b>215</b>	<b>3.27</b>	<b>B</b>

Reference: Registrar Office documento *SWGDIS*.

Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

P = Approval, no honor points

N/A = Not applicable/No means

#### Evidence 4.1.2 Final Grades of TEP’s Teacher Candidates in EDUC core courses

The second evidence for learning how to learn claim is the final grades in Education core course EDUC 4012 of TEP’s teacher candidates (2014-2015). Data was provided by the report *SWDCAEPSTD*, *SWBCAPSTD*, *SWBCAPSTD\_MAJOR*. The teacher candidates enrolled in EDUC 4012 (n=8) had a mean of 3.63 (“A”, superior academic achievement).

### Evidence 4.1.3 Departmental final exams in EDUC 4012

The third evidence for learning how to learn claim is the scores in departmental final exams in Education course EDUC 4012. These exams are offered at the end of each semester or academic term. Table 34 shows the scores. In general, the core courses evidenced a deficiency in academic achievement (**mean of 68.6 or “D”**). The data points to a revision of the departmental exams *vis a vis* courses syllabus in order to reexamine their validity and reliability.

Table 34

#### *Departmental Final Exams of EDUC 4012*

Term	Enrollment	Mean for EDUC 4012	Interpretation
<b>December 2012</b>	16	69.9	“D” (Deficiency in academic achievement)
<b>May 2013</b>	14	56.1	“F” (No honor points per credit hour, Failure in academic achievement)
<b>December 2013</b>	15	52.4	“F” (No honor points per credit hour, Failure in academic achievement)
<b>May 2014</b>	13	74.9	“C” (2 honor points per credit hour, Average academic achievement)
<b>December 2014</b>	12	75.6	“C” (2 honor points per credit hour, Average academic achievement)
<b>May 2015</b>	11	75.6	“C” (2 honor points per credit hour, Average academic achievement)
<b>December 2015</b>	20	75.6	“C” (2 honor points per credit hour, Average academic achievement)
<b>In General</b>	<b>101</b>	<b>68.6</b>	<b>“D” (Deficiency in academic achievement)</b>

Standard scale (IAUPR, 2015<sup>d</sup>, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

On the other hand, the departmental exams were offered as pre-posttests in each EDUC core courses in terms January to May, 2015 and in August to December, 2015. Table 22 shows these data for EDUC 4012 *Research in the Classroom*. In general, teacher candidates that took pre-post departmental exams had a positive difference between pretest and posttest (January-May, 2015=42.36/70.36, +28.00 & August-December, 2015 = 39.80/67.50, +27.70), and this difference was statistically significant in both terms.

#### Evidence 4.1.4 Self-evaluation of Teacher Candidates

The fourth evidence for learning how to learn claim is provided by the self-evaluation of TEP's teacher candidates. Information about the Music Education candidates was not included because they did not answer the self-evaluation questionnaire in MUED 4915/4919 and MUED 4916/4920. The answers are presented in Table 34. TEP's teacher candidates expressed a positive level of satisfaction with how the program developed in then the learning how to learn claim (4.58 in a Likert style scale, "Totally Agree"). The standard deviation indicates that the answers were homogeneous (SD=0.70).

Table 34

*Self-evaluation of Teacher Candidates: Learning How to Learn (Research)*

Item		Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General
		N=14	N=28	N=9	N=35	N=15	N=15	N=24	N=140
A.7 I promote the search of information and for the knowledge development.	Mean	4.68	4.76	4.29	4.71	4.92	4.83	4.80	<b>4.71</b>
	SD	0.75	0.35	1.89	0.39	0.29	0.31	0.35	<b>0.62</b>
A.9 I offer relevance to the subject knowledge and provide opportunities for action research and experimentation.	Mean	4.50	4.53	4.14	4.35	4.63	4.76	4.46	<b>4.48</b>
	SD	0.76	0.77	1.86	0.89	0.64	0.54	0.69	<b>0.88</b>
A.10 The course content promotes the development of critical, reflective and creative thinking skills.	Mean	4.57	4.85	4.86	4.64	4.75	4.83	4.78	<b>4.75</b>
	SD	0.73	0.25	0.38	0.40	0.45	0.52	0.44	<b>0.45</b>
B.22 I know and understand the structural features of language that makes it a tool to think and express ideas.	Mean	4.61	4.79	4.71	4.55	4.88	4.97	4.89	<b>4.77</b>
	SD	0.73	0.34	0.49	0.46	0.31	0.13	0.33	<b>0.40</b>

Item		Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General
		N=14	N=28	N=9	N=35	N=15	N=15	N=24	N=140
B.23 <i>I know and understand my needs for professional development as teacher.</i>	Mean	4.71	4.84	5.00	4.75	4.92	4.94	4.86	<b>4.86</b>
	SD	0.76	0.30	0.00	0.41	0.29	0.15	0.42	<b>0.33</b>
B.24 <i>I have taken courses or trainings for professional development as a teacher.</i>	Mean	4.25	3.69	2.86	4.02	3.96	4.27	3.68	<b>3.82</b>
	SD	1.07	1.27	2.67	1.41	1.89	1.55	0.65	<b>1.50</b>
<b>In General</b>	Mean	<b>4.55</b>	<b>4.58</b>	<b>4.31</b>	<b>4.50</b>	<b>4.68</b>	<b>4.77</b>	<b>4.58</b>	<b>4.57</b>
	SD	<b>0.80</b>	<b>0.55</b>	<b>1.22</b>	<b>0.66</b>	<b>0.65</b>	<b>0.53</b>	<b>0.48</b>	<b>0.70</b>
<b>Interpretation</b>	Mean	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>
	SD	<b>H</b>	<b>H</b>	<b>He</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>

Likert type scale: 5 = Totally agree; 4 = Agree; 3 = Nor agree or disagree; 2 = Disagree; 1 = Totally disagree;  
H = Homogeneous; He = Heterogeneous

### Evidence 4.1.5 Portfolio of Teacher Candidates

Another evidence for the learning how to learn claim is the portfolios of teacher candidates in the final clinical experience course EDUC 4913 and ARED 4913. Data of this type of evaluation are included in Table 36. Information about the Music Education candidates was not included because they were not evaluated with the portfolio rubric in MUED 4919 and MUED 4920.

As observed in Table 36, the performance of the teacher candidates in learning how to learn claim was graded as superior academic achievement (3.56 in a 4 points scale or “A”), according to the evaluation with the rubric *Self-check and Check of Portfolios*. The standard deviation indicate homogeneous answers or agreement in the item related to subject-matter knowledge (SD=0.49).

Table 35

*Portfolio Rubric of Teacher Candidates: Learning How to Learn (Research)*

Item		Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General	Grade	Interpretation
	N	14	26	9	35	15	24	17	140		
II.a.4 <i>In the discussion that accompanies each lesson describes what he/she learned during the process of planning, teaching and carrying out learning Assessment with understanding of his/her students. Recognizes his/her strengths and areas that still need improvement.</i>	MEAN	3.46	3.58	3.64	3.45	3.58	3.46	3.83	3.57	A	Superior
	SD	0.37	0.64	0.48	0.41	0.67	0.71	0.35	0.52		Homogeneous
II.c.3 <i>For each Assessment selected, explains how he/she used the information to improve his/her educational practices.</i>	MEAN	3.46	3.58	3.86	3.81	3.33	3.47	3.71	3.60	A	Superior
	SD	0.42	0.45	0.38	0.32	0.86	0.40	0.42	0.46		Homogeneous
<b>In General</b>	MEAN	<b>3.46</b>	<b>3.58</b>	<b>3.75</b>	<b>3.63</b>	<b>3.46</b>	<b>3.46</b>	<b>3.77</b>	<b>3.56</b>	A	Superior
	SD	<b>0.40</b>	<b>0.55</b>	<b>0.43</b>	<b>0.37</b>	<b>0.77</b>	<b>0.56</b>	<b>0.39</b>	<b>0.49</b>		Homogeneous

Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

### **Evidence 4.1.6 Evaluation of the Willingness of Teacher Candidates: Affection and Sensitivity**

The sixth evidence for the learning how to learn claim is the rubric titled *Evaluation of the Willingness of Teacher Candidates: Affection and Sensitivity* of administered in the final clinical experience course EDUC 4913 and ARED 4913. The university supervisors and cooperating teachers completed the rubric *Evaluation of the Willingness of the Student Teacher: Affection and Sensitivity* for each teacher candidate. Data of this type of evaluation are included in Table 37. Information about the Music Education candidates in MUED 4915/4919 and MUED 4916/4920 was not included. The university supervisors and cooperating teachers agreed that our teacher candidates accomplished these competences (1.95 of 2.0 points).

Table 37

*Evaluation of the Willingness of Teacher Candidates: Learning How to Learn*

Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		Mean N= 142	Interpreta- tion
	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA		
Q-10 <i>Listens to the ideas of students and contributes significantly to the topic under discussion.</i>	2.00	2.00	2.00	1.86	1.75	2.00	1.94	2.00	2.00	1.93	1.88	2.00	2.00	2.00	<b>1.95</b>	<b>Accomplished</b>
Q-11 <i>Demonstrates professional attitude to opinions and recommendations of the supervisor, cooperating teacher and director.</i>	2.00	2.00	2.00	1.93	2.00	1.89	2.00	2.00	1.79	1.93	1.71	2.00	2.00	2.00	<b>1.95</b>	<b>Accomplished</b>
Q-15 <i>Evidences commitment to professional development.</i>	2.00	2.00	1.89	2.00	1.88	1.89	1.94	2.00	1.93	2.00	1.96	2.00	2.00	2.00	<b>1.96</b>	<b>Accomplished</b>
<b>Mean</b>	<b>2.00</b>	<b>2.00</b>	<b>1.96</b>	<b>1.93</b>	<b>1.88</b>	<b>1.93</b>	<b>1.96</b>	<b>2.00</b>	<b>1.96</b>	<b>1.99</b>	<b>1.85</b>	<b>1.97</b>	<b>2.00</b>	<b>1.99</b>	<b>1.95</b>	<b>Accomplished</b>

Scale: Yes = 2 (Accomplished, 1.50-2.00 points); No = 0 (Not accomplished, 0.00-0.49 points); Sometimes = 1 (Partially accomplished, 0.50-1.49 points)



## Summary of evidences for Cross-cutting theme Learning How to Learn of TEP’s Teacher Candidates

The summary of the evaluation of the Cross-cutting theme Learning How to Learn of TEP’s teacher candidates is presented in Table 37. The majority of assessments evidenced an accomplishment of Claim 4.1 (5 of 6 assessments, 83%).

Table 37

### *Assessments’ Summary for Claim 4.1*

<b>Assessments for Claim 4.1</b>	<b>Mean</b>	<b>Interpretation</b>
1. Final grades Distribution in EDUC, HPER and ARED courses	Minimum of Passing GPA: 2.50 to 3.49 (“B”) TEP’s courses: December 2012= 2.89 “B” May 2013 = 2.91 “B” December 2013 = 3.44 “B” May 2014 = 3.29 “B” December 2014 = 3.44 “B” May 2015 = 3.28 “B” December 2015 = 3.62 “A” In general = 3.27 “B”	<b>All grades were similar to the minimum passing GPA for TEP (Accomplished)</b>
2. Final grades of TEP’s Teacher Candidates in EDUC core courses (2014-2015)	Minimum of Passing GPA: 2.50 to 3.49 (“B”) TEP’s course: EDUC 4012 (n=8) = 3.63 “A”	<b>All grades were similar to the minimum passing GPA for TEP (Accomplished)</b>
3. Departmental Final Exams in EDUC core courses	Minimum of Passing Grade: 80% or more TEP’s core course: EDUC 4012 December 2012 = 69.9 “D” May 2013 = 56.1 “F” December 2013 = 52.4 “F” May 2014 = 74.9 “C” December 2014 = 75.6 “C” May 2015 = 75.6 “C” December 2015 = 75.6 “C” In general: 68.6 “D” Pre-posttests: Jan-May 2015: 42.36/70.36 (Change: 28%, significant p<0.05) Aug-Dec 2015: 39.80/67.50	<b>EDUC 4012 did not obtain the minimum of passing grade for TEP (Not accomplished)</b>

<b>Assessments for Claim 4.1</b>	<b>Mean</b>	<b>Interpretation</b>
	(Change: 27.70, significant p<0.05)	
3. Self-evaluation of Teacher Candidates: Learning How to Learn	Likert type scale: 5 points Dec 2012 = 4.55 May 2013 = 4.58 Dec 2013 = 4.31 May 2014 = 4.50 December 2014 = 4.68 May 2015 = 4.77 December 2015 = 4.58 In general = 4.57	<b>Totally Agree (Accomplished)</b>
4. Portfolio Rubric of Teacher Candidates: Learning How to Learn	Minimum of Passing GPA: 2.50 to 3.49 (“B”) Dec 2012 = 3.46 May 2013 = 3.58 Dec 2013 = 3.75 May 2014 = 3.63 December 2014 = 3.46 May 2015 = 3.46 December 2015 = 3.77 In general = 3.56 “A”	<b>All grades were equal or bigger than the minimum passing GPA for TEP (Accomplished)</b>
5. Evaluation of the Willingness of Teacher Candidates: Learning How to Learn	Likert type scale: 2 points SUP vs TEA: Dec 2012 = 2.00/2.00 May 2013 = 1.96/1.93 Dec 2013 = 1.88/1.93 May 2014 = 1.96/2.00 December 2014 = 1.96/1.99 May 2015 = 1.85/1.97 December 2015 = 2.00/1.99 In general = 1.95	<b>Accomplished</b>

### **Claim 4.2: Cross-cutting theme Diversity**

Teacher candidates and completers (graduates) of the TEP demonstrate that they have learned accurate and sound information on matters of diversity (race, gender, individual differences, and ethnic and cultural perspectives) by achieving a performance of above average attainment, or satisfactory or more.

#### **Evidence 4.2.1 Final Grades Distribution in EDUC, HPER, and ARED Courses**

The first evidence for diversity claim is the final grades distribution in courses: EDUC 2022, EDUC 2031, EDUC 2032, EDUC 2870, and HPER 4370. The distribution was provided

by the Registrar Office in the report *SWGDIS*. Table 39 shows that the courses related to claim 4.2 had a mean of 3.10 (“B”, above average academic achievement).

Table 39

*Final Grades Distribution in EDUC and HPER courses: Diversity*

Semester	Enrollment	Mean	Grade
August-December 2012	197	3.05	B
January-May 2013	243	3.12	B
August-December 2013	229	3.13	B
January-May 2014	205	3.19	B
August-December 2014	166	3.05	B
January-May 2015	200	2.96	B
August-December 2015	168	3.20	B
<b>Total/Mean</b>	<b>874</b>	<b>3.10</b>	<b>B</b>

Reference: Registrar Office document to *SWGDIS*.

Standard scale (IAUPR, 2015<sup>d</sup>, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

Standard scale (IAUPR, 2015<sup>d</sup>, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

**Evidence 4.2.2 Final Grades of TEP’s Teacher Candidates in EDUC core courses**

The second evidence for diversity claim is the final grades in Education core courses EDUC 2022, EDUC 2031, EDUC 2032 and EDUC 2870 of TEP’s teacher candidates (2014-2015). Data was provided by the report *SWDCAEPSTD*, *SWBCAPSTD*, *SWBCAPSTD\_MAJOR*. Data is presented in Table 40. The teacher candidates enrolled in these courses (n=83) had a mean of 3.60 (“A”, superior academic achievement).

Table 39

*Final Grades of TEP’s Teacher Candidates in EDUC core courses (Academic Year 2014-2015): Diversity*

EDUC Core Course	GPA	Interpretation
EDUC 2022	3.25	B
EDUC 2031	3.62	A
EDUC 2032	3.80	A
EDUC 2870	3.75	A
<b>Mean</b>	<b>3.60</b>	<b>A</b>

Reference: *SWDCAEPSTD*, *SWBCAPSTD*, *SWBCAPSTD\_MAJOR*

Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

### **Evidence 4.2.3 Departmental final exams in EDUC 2022, EDUC 2031, EDUC 2032 and EDUC 2870**

The third evidence for diversity claim is the scores in departmental final exams in core courses EDUC 2022, EDUC 2031, EDUC 2032 and EDUC 2870. These exams are offered at the end of each semester or academic term. Table 21 shows the scores of the Departmental final exams for August-December, 2012; January-May 2013; August-December, 2014; January-May, 2015; and August-December, 2015. In general, the core courses evidenced an average academic achievement (Mean of 71.8% or “C” in a Standard scale (IAUPR, 2015, pp. 68-69)).

On the other hand, the departmental exams for these courses were offered as pre-posttests in terms January to May, 2015 and in August to December, 2015. Table 22 shows these data for core courses EDUC 2022, EDUC 2031, EDUC 2032 and EDUC 2870. In general, teacher candidates that took pre-post departmental exams had a positive difference between pretest and posttest (January-May, 2015=46.36/74.55, +28.19 & August-December, 2015 = 49.12/73.10, +23.97), and this difference was statistically significant in both terms.

### **Evidence 4.2.4 Survey to Students of Teacher Candidates**

The fourth evidence for diversity claim is the survey to students of TEP’s teacher candidates and is included in Table 41. Information about the Music Education candidates in MUED 4915/4919 and MUED 4916/4920 was not included. All surveyed students of the TEP expressed a high level of satisfaction with teachers candidates caring and effective teaching skills or professional dispositions (1.91 in 4<sup>th</sup>-12<sup>th</sup> grades of 2 point scales). The standard deviation indicates that the answers were homogeneous (SD=0.02).

Table 41

*Survey to Students of Teacher Candidates: Diversity*

Item	Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		In General	
		N=53		N=142		N=14		N=154		N=122		N=307		N=103		N=895	
		M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I
<b>4<sup>th</sup>-12<sup>th</sup></b>																	
6	<i>He/She respects the different ways of being and the habits of their students.</i>	1.95	Y	1.95	Y	1.94	Y	1.97	Y	1.68	Y	1.90	Y	2.00	Y	<b>1.91</b>	<b>Y</b>
16	<i>He/She provides opportunities to discuss issues relevant to the lives of their students and with their values.</i>	1.94	Y	1.97	Y	1.97	Y	1.95	Y	1.66	Y	1.84	Y	1.98	Y	<b>1.90</b>	<b>Y</b>
	<b>Mean for Diversity</b>	<b>1.95</b>	<b>Y</b>	<b>1.96</b>	<b>Y</b>	<b>1.95</b>	<b>Y</b>	<b>1.96</b>	<b>Y</b>	<b>1.67</b>	<b>Y</b>	<b>1.87</b>	<b>Y</b>	<b>1.99</b>	<b>Y</b>	<b>1.91</b>	<b>Y</b>
	<b>SD</b>	<b>0.01</b>	<b>H</b>	<b>0.02</b>	<b>H</b>	<b>0.02</b>	<b>H</b>	<b>0.01</b>	<b>H</b>	<b>0.02</b>	<b>H</b>	<b>0.07</b>	<b>H</b>	<b>0.01</b>	<b>H</b>	<b>0.02</b>	<b>H</b>

M = Mean; Int = Interpretation; 2=Yes (Y); 1 = Sometimes (S); 0= No (N); H = Homogeneous; N/A – Not offered/not evaluated

### **Evidence 4.2.5 Self-evaluation of Teacher Candidates**

The fifth evidence for diversity claim is provided by the self-evaluation of TEP's teacher candidates. Information about the Music Education candidates was not included because they did not answer the self-evaluation questionnaire in MUED 4915/4919 and MUED 4916/4920. The answers are presented in Table 42. TEP's teacher candidates expressed a high level of satisfaction with how the program developed in then the learning how to learn claim (4.77 in a Likert style scale, "Totally Agree"). The standard deviation indicates that the answers were homogeneous (SD=0.50).

Table 42

*Self-evaluation of Teacher Candidates: Diversity*

Item		December 2012	May 2013	December 2013	May 2014	December 2014	May 2015	December 2015	In General
		N = 14	N=28	N=9	N=35	N=15	N=24	N=17	N=86
A.14 <i>I integrate into my subject matter teaching the ethical and moral criteria in line with today's society.</i>	Mean	4.68	4.79	4.57	4.79	4.75	4.79	4.78	<b>4.71</b>
	SD	0.75	0.32	0.79	0.32	0.40	0.52	0.44	<b>0.55</b>
B.17 <i>I plan my classes considering the socio-economic context of students.</i>	Mean	4.71	4.86	4.86	4.82	4.67	4.52	4.94	<b>4.81</b>
	SD	0.76	0.38	0.38	0.34	0.65	1.04	0.17	<b>0.47</b>
B.18 <i>I consider cultural, talents, preferences and learning styles differences of my students.</i>	Mean	4.71	4.80	5.00	4.72	4.71	4.73	5.00	<b>4.81</b>
	SD	0.76	0.37	0.00	0.38	0.75	1.03	0.00	<b>0.38</b>
<b>In General</b>	<b>Mean</b>	<b>4.70</b>	<b>4.82</b>	<b>4.81</b>	<b>4.78</b>	<b>4.71</b>	<b>4.68</b>	<b>4.91</b>	<b>4.77</b>
	<b>SD</b>	<b>0.76</b>	<b>0.36</b>	<b>0.39</b>	<b>0.35</b>	<b>0.60</b>	<b>0.86</b>	<b>0.20</b>	<b>0.50</b>
<b>Interpretation</b>	<b>Mean</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>
	<b>SD</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>

Likert type scale: 5 = Totally agree; 4 = Agree; 3 = Nor agree or disagree; 2 = Disagree; 1 = Totally disagree

#### **Evidence 4.2.6 Evaluation of the Willingness of Teacher Candidates: Affection and Sensitivity**

The sixth evidence for the learning how to learn claim is the rubric titled *Evaluation of the Willingness of Teacher Candidates: Affection and Sensitivity* of administered in the final clinical experience course EDUC 4913 and ARED 4913. The university supervisors and cooperating teachers completed the rubric *Evaluation of the Willingness of the Student Teacher: Affection and Sensitivity* for each teacher candidate. Data of this type of evaluation are included in Table 43. Information about the Music Education candidates in MUED 4915/4919 and MUED 4916/4920 was not included. The university supervisors and cooperating teachers agreed that our teacher candidates accomplished these competences (1.99 of 2.0 points).



Table 43

*Evaluation of the Willingness of Teacher Candidates: Diversity*

Items	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		Mean N= 91	Interpreta- tion
	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA	SUP	TEA		
Q-6 <i>Appreciates the interests and habits of their students.</i>	2.00	2.00	1.96	1.89	2.00	1.89	1.94	2.00	2.00	2.00	2.00	1.96	2.00	2.00	<b>1.72</b>	<b>Accomplished</b>
Q-7 <i>Respects the different ways of being and the customs of his/her students.</i>	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.96	2.00	2.00	2.00	<b>2.00</b>	<b>Accomplished</b>
<b>Mean</b>	<b>2.00</b>	<b>2.00</b>	<b>1.98</b>	<b>1.95</b>	<b>2.00</b>	<b>1.95</b>	<b>1.97</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>1.98</b>	<b>1.98</b>	<b>2.00</b>	<b>2.00</b>	<b>1.99</b>	<b>Accomplished</b>

Scale: Yes = 2 (Accomplished, 1.50-2.00 points); No = 0 (Not accomplished, 0.00-0.49 points); Sometimes = 1 (Partially accomplished, 0.50-1.49 points)

**Summary of evidences for Cross-cutting theme Diversity of TEP’s Teacher Candidates**

The summary of the evaluation of the Cross-cutting theme Diversity of TEP’s teacher candidates is presented in Table 44. The majority of assessments evidenced an accomplishment of Claim 4.2 (5 of 6 assessments, 83%).

Table 44

*Assessments’ Summary for Claim 4.2*

<b>Assessments for Claim 4.2</b>	<b>Mean</b>	<b>Interpretation</b>
1. Final Grades Distribution in EDUC and HPER courses: Diversity	Minimum of Passing GPA: 2.50 to 3.49 (“B”) TEP’s courses: December 2012= 3.05 “B” May 2013 = 3.12 “B” December 2013 = 3.13 “B” May 2014 = 3.19 “B” December 2014 = 3.05 “B” May 2015 = 2.96 “B” December 2015 = 3.20 “B” In general = 3.10 “B”	<b>All grades were similar to the minimum passing GPA for TEP (Accomplished)</b>
2. Final Grades of TEP’s Teacher Candidates in EDUC core courses (Academic Year 2014-2015): Diversity	Minimum of Passing GPA: 2.50 to 3.49 (“B”) TEP’s course: EDUC 2022=3.25 “B” EDUC 2031=3.62 “A” EDUC 2032=3.80 “A” EDUC 2870=3.75 “A” In general: 3.60 “A”	<b>All grades were similar to the minimum passing GPA for TEP (Accomplished)</b>
3. Departmental Final Exams in EDUC core courses	Minimum of Passing Grade: 80% or more TEP’s core courses: EDUC 2022, EDUC 2031, EDUC 2032 and EDUC 2870 December 2012 = 74.4 “C” May 2013 = 68.2 “D” December 2013 = 69.0 “D” May 2014 = 73.8 “C” December 2014 = 73.7 “C” May 2015 = 70.7 “C” December 2015 = 72.9 “C” In general = 71.8 “C” Pre-posttests:	<b>Courses did not obtain the minimum of passing grade for TEP (Not accomplished)</b>

<b>Assessments for Claim 4.2</b>	<b>Mean</b>	<b>Interpretation</b>
	Jan-May 2015: 46.36/74.75 (Change: 28.19%, significant $p < 0.05$ ) Aug-Dec 2015: 49.12/73.10 (Change: 23.97%, significant $p < 0.05$ )	
4. Survey to Students of Teacher Candidates: Diversity	Likert type scale: 2 points Students: 4 <sup>th</sup> -12 <sup>th</sup> 1.91 Yes	<b>Totally Agree (Accomplished)</b>
5. Self-evaluation of Teacher Candidates: Diversity	Likert type scale: 5 points Dec 2012 = 4.70 May 2013 = 4.82 Dec 2013 = 4.81 May 2014 = 4.78 December 2014 = 4.71 May 2015 = 4.68 December 2015 = 4.91 In general = 4.77	<b>Totally Agree (Accomplished)</b>
6. Evaluation of the Willingness of Teacher Candidates: Diversity	Likert type scale: 2 points SUP vs TEA: Dec 2012 = 2.00/2.00 May 2013 = 1.97/1.95 Dec 2013 = 2.00/1.95 May 2014 = 1.97/2.00 December 2014 = 2.00/2.00 May 2015 = 1.98/1.98 December 2015 = 2.00/2.00 In general = 1.99	<b>Accomplished</b>

### **Claim 4.3 Cross-cutting theme Technology**

Teacher candidates and completers (graduates) of the TEP are able to use classroom technology by achieving performance of above average attainment or satisfactory or more.

#### **Evidence 4.3.1 Final Grades Distribution in EDUC, HPER, and ARED Courses**

The first evidence for technology claim is the final grades distribution in courses: EDUC 2060, EDUC 3470, EDUC 3863, EDUC 3869, EDUC 3875, EDUC 3878, EDUC 3885, EDUC 3886, ARED 3750, and MUED 4436. The distribution was provided by the Registrar Office in the report *SWGDIS*. Table 45 shows that the courses related to claim 4.3 had a mean of 3.45 (“B”, above average academic achievement).

Table 45

*Final Grades Distribution in EDUC and HPER courses: Technology*

Semester	Enrollment	Mean	Grade
August-December 2012	117	3.44	B
January-May 2013	110	3.64	A
August-December 2013	133	3.59	A
January-May 2014	130	3.58	A
August-December 2014	107	3.30	B
January-May 2015	118	3.46	A
August-December 2015	88	3.16	B
<b>Total/Mean</b>	<b>490</b>	<b>3.45</b>	<b>B</b>

Reference: Registrar Office document to SWDGDIS.

Standard scale (IAUPR, 2015<sup>d</sup>, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

Standard scale (IAUPR, 2015<sup>d</sup>, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

**Evidence 4.3.2 Final Grades of TEP’s Teacher Candidates in EDUC core courses**

The second evidence for technology claim is the final grades in Education core courses EDUC 2060 and GEIC 1010 of TEP’s teacher candidates (2014-2015). Data was provided by the report SWDCAEPSTD, SWBCAPSTD, SWBCAPSTD\_MAJOR. Data is presented in Table 46. The teacher candidates enrolled in these courses (n=21) had a mean of 3.75 (“A”, superior academic achievement).

Table 45

*Final Grades of TEP’s Teacher Candidates (Academic Year 2013-2014): Technology*

Course	Number of Credits	GPA	Grade
EDUC 2060	2	3.80	“A”, Superior
GEIC 1010	3	3.71	“A”, Superior
<b>Total/Mean</b>	<b>5</b>	<b>3.75</b>	<b>“A”, Superior</b>

Reference: SWDCAEPSTD, SWBCAPSTD, SWBCAPSTD\_MAJOR

Standard scale (IAUPR, 2015, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

Course description: GEIC 1010 INFORMATION AND COMPUTER LITERACY *Development of skills in the*

use of the computer for the search and processing of information and electronic communication in the teaching and learning processes. Study of the general concepts of computer systems, electronic systems of learning and systems of information organization. Use of data bases to recover bibliographical information. Administration of computer programs, such as operating systems, word processors, electronic graphical presentations, spreadsheets calculations and Web navigators. Requires 45 hours of lecture-lab. Requires additional time in open lab. Required course. 3 credits. (IAUPR, 2015d)

### Evidence 4.3.3 Self-evaluation of Teacher Candidates

The third evidence for technology claim is provided by the self-evaluation of TEP’s teacher candidates. Information about the Music Education candidates was not included because they did not answer the self-evaluation questionnaire in MUED 4915/4919 and MUED 4916/4920. The answers are presented in Table 46. TEP’s teacher candidates expressed a high level of satisfaction with how the program developed in then the learning how to learn claim (4.85 in a Likert style scale, “Totally Agree”). The standard deviation indicates that the answers were homogeneous (SD=0.33).

Table 46

#### *Self-evaluation of Teacher Candidates: Technology*

Item		December 2012	May 2013	December 2013	May 2014	December 2014	May 2015	December 2015	In General
		N = 14	N=28	N=9	N=35	N=15	N=24	N=17	N=142
B.20 I incorporate the technology in my classes.	Mean	4.79	4.69	5.00	4.75	4.79	4.91	4.61	<b>4.81</b>
	SD	0.57	0.47	0.00	0.49	0.40	0.27	0.49	<b>0.39</b>
B.21. I know and understand the importance of technology as an essential tool for the construction of knowledge.	Mean	4.71	4.96	5.00	4.84	5.00	5.00	4.78	<b>4.88</b>
	SD	0.76	0.14	0.00	0.39	0.00	0.00	0.36	<b>0.32</b>
<b>In General</b>	<b>Mean</b>	<b>4.75</b>	<b>4.83</b>	<b>5.00</b>	<b>4.80</b>	<b>4.90</b>	<b>4.96</b>	<b>4.69</b>	<b>4.85</b>
	<b>SD</b>	<b>0.67</b>	<b>0.31</b>	<b>0.00</b>	<b>0.44</b>	<b>0.29</b>	<b>0.19</b>	<b>0.42</b>	<b>0.33</b>
<b>Interpretation</b>	<b>Mean</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>	<b>Totally Agree</b>
	<b>SD</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Heterogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>	<b>Homogeneous</b>

Likert type scale: 5 = Totally agree; 4 = Agree; 3 = Nor agree or disagree; 2 = Disagree; 1 = Totally disagree

### Evidence 4.3.4 Portfolios of Teacher Candidates

The fifth evidence for technology claim is the portfolios of teacher candidates in the final clinical experience course EDUC 4913 and ARED 4913. Data of this type of evaluation are included in Table 48. Information about the Music Education candidates was not included because they were not evaluated with the portfolio rubric in MUED 4919 and MUED 4920. The performance of the teacher candidates in technology claim (2012 to 2014) was graded as superior academic achievement (3.69 in a 4 points scale or “A”), according to the evaluation with the rubric *Self-check and Check of Portfolios*. The standard deviation indicate homogeneous answers or agreement in the item related to subject-matter knowledge (SD=0.53).

Table 48

#### Portfolio Rubric of Teacher Candidates: Technology

Item		Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General	Grade	Interpretation
	N	14	26	9	35	15	24	17	140		
II.b.2 Shows how he/she used the technology to facilitate in his/her students the learning with understanding, for example, students: using computer, overhead projector in oral presentations, computer programs to produce letters, drawings and graphic organizers and search for information on the Internet.	MEAN	3.71	3.59	3.79	3.73	3.38	3.80	3.67	3.67	A	Superior
	SD	0.39	0.57	0.39	0.43	1.15	0.56	0.43	0.56		Homogeneous
II.c.5 Describes how he/she used technology as a means to facilitate the assessment of student learning, such as electronic records, tables or data analysis using computer programs.	MEAN	3.86	3.58	3.71	3.59	3.88	3.79	3.46	3.70	A	Superior
	SD	0.24	0.26	0.49	0.43	0.31	0.36	1.31	0.49		Homogeneous
In General	MEAN	3.79	3.59	3.75	3.66	3.67	3.73	3.67	3.69	A	Superior
	SD	0.32	0.42	0.44	0.43	1.31	0.46	0.87	0.53		Homogeneous

Standard scale (IAUPR, 2015<sup>d</sup>, pp. 68-69):

A = 4 honor points per credit hour, Superior academic achievement (100.0-90.0%)

B = 3 honor points per credit hour, Above average academic achievement (89.9-80.0%)

C = 2 honor points per credit hour, Average academic achievement (79.9-70.0%)

D = 1 honor point per credit hour, Deficiency in academic achievement (69.9-60.0%)

F = No honor points per credit hour, Failure in academic achievement (59.9% or less)

### Summary of evidences for Cross-cutting Technology of TEP’s Teacher Candidates

The summary of the evaluation of the Cross-cutting theme Technology of TEP’s teacher candidates is presented in Table 49. All assessments evidenced an accomplishment of Claim 4.3 (4 of 4 assessments, 100%).

Table 49

#### *Assessments’ Summary for Claim 4.3*

<b>Assessments for Claim 4.3</b>	<b>Mean</b>	<b>Interpretation</b>
1. Final Grades Distribution in EDUC and HPER courses: Technology	Minimum of Passing GPA: 2.50 to 3.49 (“B”) December 2012= 3.44 “B” May 2013 = 3.64 “A” December 2013 = 3.59 “A” May 2014 = 3.58 “A” December 2014 = 3.30 “B” May 2015 = 3.46 “B” December 2015 = 3.16 “B” In general = 3.45 “b”	<b>All grades were similar or bigger than the minimum passing GPA for TEP (Accomplished)</b>
2. Final Grades of TEP’s Teacher Candidates in EDUC core courses (Academic Year 2014-2015): Technology	Minimum of Passing GPA: 2.50 to 3.49 (“B”) TEP’s course: EDUC 2060=3.80 “A” GEIC 1010=3.71 “A” In general: 3.75 “A”	<b>All grades were bigger than the minimum passing GPA for TEP (Accomplished)</b>
3. Self-evaluation of Teacher Candidates: Technology	Likert type scale: 5 points Dec 2012 = 4.75 May 2013 = 4.83 Dec 2013 = 5.00 May 2014 = 4.80 December 2014 = 4.90 May 2015 = 4.96 December 2015 = 4.69 In general = 4.85	<b>Totally Agree (Accomplished)</b>
4. Portfolio Rubric of Teacher Candidates: Technology	Minimum of Passing GPA: 2.50 to 3.49 (“B”) December 2012= 3.79 “A” May 2013 = 3.59 “A” December 2013 = 3.75 “A” May 2014 = 3.66 “A” December 2014 = 3.67 “A” May 2015 = 3.73 “A” December 2015 = 3.67 “A”	<b>All grades were bigger than the minimum passing GPA for TEP (Accomplished)</b>

<b>Assessments for Claim 4.3</b>	<b>Mean</b>	<b>Interpretation</b>
	In general = 3.68 “A”	

## 2.4 Standard 4: Program Impact

### Claim 1: Subject Matter Knowledge

Teacher candidates and the completers (graduates) of the TEP demonstrate knowledge in their subject matter by achieving a performance above the passing scores of standardized test for teacher certification (PCMAS) and 80% (“B”, above average attainment) or more.

#### Evidence 1.1: Survey to TEP’s Graduates or Completers

The first evidence of subject matter knowledge in TEP’s completers (graduates) was collected through a survey to TEP’s graduates or completers (in-service teachers). Data is presented in Table 50. Their perception about the TEP’s impact was very positive (3.88 of 4 points, very good) and in total agreement (4.86 of 5.0 points). The standard deviations indicate that the answers were homogeneous.

Table 50

#### *Survey to TEP’s Graduates or Completers: Subject matter Knowledge*

Items			Dec 2012	Dec 2013	Dec 2014	In General	Interpretation
			N=63	N=19	N=12	N =94	
10	<i>How do you evaluate the formation received in the TEP?</i>	Mean	3.69	3.95	4.00	<b>3.88</b>	<b>Very good</b>
		SD	0.23	0.23	0.00	<b>0.15</b>	<b>Homogeneous</b>
A-1	<i>You know and understand the concepts, processes, skills, and values of the subject matter you teach.</i>	Mean	4.78	5.00	5.00	<b>4.93</b>	<b>Totally Agree</b>
		SD	0.46	0.00	0.00	<b>0.15</b>	<b>Homogeneous</b>
A-3	<i>You know the philosophical and programmatic principles of your discipline (Standards, Outcomes, and Curricular Framework).</i>	Mean	4.68	4.95	4.75	<b>4.79</b>	<b>Totally Agree</b>
		SD	0.62	0.23	0.62	<b>0.49</b>	<b>Homogeneous</b>
<b>In General: Items A</b>		Mean	<b>4.73</b>	<b>4.98</b>	<b>4.88</b>	<b>4.86</b>	<b>Totally Agree</b>
		SD	<b>0.54</b>	<b>0.12</b>	<b>0.31</b>	<b>0.32</b>	<b>Homogeneous</b>

Likert type scales:

Item 10: Very good (4); Good (3); Regular (2); Deficient (1)

Item 11: Yes (2); Partially (1); No (0)



Items	Dec 2012	Dec 2013	Dec 2014	In General	Interpretation
	N=63	N=19	N=12	N =94	

Items A & B: Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)

### Evidence 1.2: Survey to School Directors

The second evidence of subject matter knowledge in TEP’s completers (graduates) was collected through a survey to school directors. Data is presented in Table 51. Their perception about the TEP’s impact in their teachers from the San Germán Campus was very positive (3.75 of 4 points, excellent). The standard deviations indicate that the answers were homogeneous (0.33).

Table 51

*Survey to School Directors: Subject matter Knowledge*

Item	Criteria	December 2012		December 2013		December 2014		In General		Interpretation
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
		N=24		N=16		N=9		N=49		
7	<b>Planning and Educational Evaluation:</b> <i>Shows mastery when planning the teaching of the subject matter by organizing and evaluating class activities, by using technological educational resources and by using normative and summative evaluations.</i>	3.58	0.50	4.00	0.00	3.67	0.50	3.75	0.33	Excellent / Homogeneous

Likert type scale: Excellent (4); Satisfactory (3); Regular (2); Poor (1)

### Summary of evidences for Subject matter Knowledge of TEP’s Graduates or Completers

The summary of the evaluation of the subject matter knowledge of TEP’s graduates or completers is presented in Table 52. All assessments evidenced an accomplishment of Claim 1 (2 of 2 assessments, 100.0%).

Table 52

*Assessments' Summary for Claim 1*

<b>Assessments for Claim 1</b>	<b>Mean</b>	<b>Interpretation</b>
1. Survey to TEP's Graduates or Completers: Subject matter Knowledge	Likert type scales: Item 10: Very good (4) or Good (3) Items A & B: Totally agree (5) or Agree (4) Evidence: Item 10: 3.88 & Items A: 4.86	<b>Very Good &amp; Totally Agree (Accomplished)</b>
2. Survey to School Directors: Subject matter Knowledge	Likert type scale: 4 "Excellent" or 3 "Satisfactory" In general: 3.75	<b>Excellent (Accomplished)</b>

**Claim 2: Pedagogical Knowledge**

Teacher candidates and completers (graduates) of the TEP demonstrate pedagogical knowledge and the required skills to apply them to the teaching of their subject matter by achieving a performance above the passing scores of standardized test for teacher certification (PCMAS) and 80% (above average attainment or satisfactory) or more.

**Evidence 2.1: Survey to TEP's Graduates or Completers**

The first evidence of pedagogical knowledge in TEP's completers (graduates) was collected through a survey to TEP's graduates or completers (in-service teachers). Data is presented in Table 53. Their perception about the TEP's impact was in total agreement (4.87 of 5.0 points). The standard deviations indicate that the answers were homogeneous (0.30).

Table 53

*Survey to TEP's Graduates or Completers: Pedagogical Knowledge*

Items			Dec 2012	Dec 2013	Dec 2014	In General	Interpretation
			N=63	N=19	N=12	N =94	
A-2	<i>You use a varied methodology to teach the curricular content.</i>	Mean	4.68	4.95	5.00	<b>4.88</b>	<b>Totally Agree</b>
		SD	0.46	0.23	0.00	<b>0.23</b>	<b>Homogeneous</b>
A-4	<i>You integrate your subject matter with other curricular courses.</i>	Mean	4.67	4.95	4.67	<b>4.76</b>	<b>Totally Agree</b>
		SD	0.60	0.23	0.65	<b>0.49</b>	<b>Homogeneous</b>
A-10	<i>You plan your class by using a variety of methods and techniques in the teaching-learning process.</i>	Mean	4.78	5.00	4.92	<b>4.90</b>	<b>Totally Agree</b>
		SD	0.49	0.00	0.29	<b>0.26</b>	<b>Homogeneous</b>
A-11	<i>You plan your class by using a variety of methods and techniques in the teaching-learning process.</i>	Mean	4.79	5.00	4.92	<b>4.90</b>	<b>Totally Agree</b>
		SD	0.45	0.00	0.29	<b>0.25</b>	<b>Homogeneous</b>
B-8	<i>The teacher is aware of and understands the importance of the structural features of language that enable its use as a tool for the expression of thoughts and ideas.</i>	Mean	4.79	5.00	4.92	<b>4.90</b>	<b>Totally Agree</b>
		SD	0.45	0.00	0.29	<b>0.25</b>	<b>Homogeneous</b>
<b>Mean</b>						<b>4.87</b>	<b>Totally Agree</b>
<b>SD</b>						<b>0.30</b>	<b>Homogeneous</b>

Likert type scales:

Item 10: Very good (4); Good (3); Regular (2); Deficient (1)

Item 11: Yes (2); Partially (1); No (0)

Items A & B: Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2);

Totally disagree (1)

### Evidence 2.2: Survey to School Directors

The second evidence of pedagogical knowledge in TEP's completers (graduates) was collected through a survey to school directors. Data is presented in Table 54. Their perception about the TEP's impact in their teachers from the San Germán Campus was very positive (3.91

of 4 points, excellent). The standard deviations indicate that the answers were homogeneous (0.25).

Table 54

*Survey to School Directors: Pedagogical Knowledge*

Item	Criteria	December 2012		December 2013		December 2014		Mean	SD	Interpretation
		Mean	SD	Mean	SD	Mean	SD			
		N=24		N=16		N=9		N=49		
3	<b>Teaching-Learning Process:</b> Shows that his/her work as a teacher and the use of his/her innovative strategies have resulted in significant improvement of student learning.	3.96	0.20	4.00	0.00	3.67	0.50	<b>3.88</b>	<b>0.35</b>	<b>Excellent / Homogeneous</b>
5	<b>Communication Skills:</b> Shows mastery of the fundamental communication skills that any teacher should possess.	4.00	0.00	4.00	0.00	3.78	0.44	<b>3.93</b>	<b>0.15</b>	<b>Excellent / Homogeneous</b>
<b>Mean</b>								<b>3.91</b>	<b>0.25</b>	<b>Excellent / Homogeneous</b>

Likert type scale: Excellent (4); Satisfactory (3); Regular (2); Poor (1)

**Summary of evidences for Pedagogical Knowledge of TEP’s Graduates or Completers**

The summary of the evaluation of the pedagogical knowledge of TEP’s graduates or completers is presented in Table 55. All assessments evidenced an accomplishment of Claim 2 (2 of 2 assessments, 100.0%).

Table 55

*Assessments’ Summary for Claim 2*

Assessments for Claim 2	Mean	Interpretation
1. Survey to TEP’s Graduates or Completers: Pedagogical Knowledge	Likert type scales: Items A & B: Totally agree (5) or Agree (4) In general: 4.87	<b>Totally Agree (Accomplished)</b>
2. Survey to School Directors: Pedagogical Knowledge	Likert type scale: 4 “Excellent” or 3 “Satisfactory”	<b>Excellent (Accomplished)</b>

Assessments for Claim 2	Mean	Interpretation
	In general: 3.91	

### Claim 3: Caring and Effective Teaching Skills (Professional Dispositions)

Teacher candidates and completers (graduates) of the TEP demonstrate commitment and positive attitudes toward their students and to teaching and professional development by achieving a performance of 80% (above average attainment or satisfactory) or more.

#### Evidence 3.1: Survey to TEP's Graduates or Completers

The first evidence for caring and effective teaching skills (professional dispositions) in TEP's completers (graduates) were collected through a survey to TEP's graduates or completers (in-service teachers). Data is presented in Table 56. Their perception about the TEP's impact was in total agreement (4.85 of 5.0 points). The standard deviations indicate that the answers were homogeneous (0.28).

Table 56

#### *Survey to TEP's Graduates or Completers: Caring and Effective Teaching Skills (Professional Dispositions)*

Items			Dec 2012	Dec 2013	Dec 2014	In General	Interpretation
			N=63	N=19	N=12	N =94	
A-12	<i>You integrate the teaching of your subject matter with the ethical and moral criteria attuned to our current society.</i>	Mean	4.65	5.00	4.75	<b>4.80</b>	<b>Totally Agree</b>
		SD	0.60	0.00	0.45	<b>0.30</b>	<b>Homogeneous</b>
B-1	<i>Develops in class the cognitive, affective, and psychomotor skills according to the developmental stages of the students.</i>	Mean	4.78	5.00	4.92	<b>4.90</b>	<b>Totally Agree</b>
		SD	0.55	0.00	0.29	<b>0.28</b>	<b>Homogeneous</b>
<b>Mean</b>						<b>4.85</b>	<b>Totally Agree</b>
<b>SD</b>						<b>0.29</b>	<b>Homogeneous</b>

Likert type scales:

Item 10: Very good (4); Good (3); Regular (2); Deficient (1)

Item 11: Yes (2); Partially (1); No (0)

Items A & B: Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)

### Evidence 3.2: Survey to School Directors

The second evidence of caring and effective teaching skills (professional dispositions) in TEP's completers (graduates) was collected through a survey to school directors. Data is presented in Table 57. Their perception about the TEP's impact in their teachers from the San Germán Campus was very positive (3.65 of 4 points, excellent). The standard deviations indicate that the answers were homogeneous (0.09).

Table 57

#### *Survey to School Directors: Caring and Effective Teaching Skills (Professional Dispositions)*

Item	Criteria	December 2012		December 2013		December 2014		In General		Interpretation
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
		N=24		N=16		N=9		N=49		
6	<b>Communication Skills:</b> <i>Listens to students and keeps them interested.</i>	3.92	0.28	4.00	0.00	3.67	0.50	<b>3.86</b>	<b>0.26</b>	<b>Excellent / Homogeneous</b>
10	<b>Leadership:</b> <i>Shows leadership through educational and community activities and is able to do team work.</i>	3.92	0.28	4.00	0.00	3.78	0.44	<b>3.90</b>	<b>0.24</b>	<b>Excellent / Homogeneous</b>
11	<b>Attendance:</b> <i>Has a high sense of professional commitment and responsibility which is revealed through attendance, punctuality, and compliance with the established norms.</i>	4.00	0.00	4.00	0.00	3.78	0.44	<b>3.93</b>	<b>0.15</b>	<b>Excellent / Homogeneous</b>
12	<b>Personal Qualities:</b> <i>Reveals human quality and exemplary conduct in professional and personal endeavors.</i>	4.00	0.00	4.00	0.00	4.00	0.00	<b>4.00</b>	<b>0.00</b>	<b>Excellent / Homogeneous</b>
13	<b>Personal Qualities:</b> <i>Reveals self-assurance, enthusiasm, and confidence in performance.</i>	4.00	0.00	4.00	0.00	4.00	0.00	<b>4.00</b>	<b>0.00</b>	<b>Excellent / Homogeneous</b>
14	<b>Personal Qualities:</b> <i>Has a good sense of humor.</i>	3.83	0.38	4.00	0.00	4.00	0.00	<b>3.94</b>	<b>0.13</b>	<b>Excellent / Homogeneous</b>
15	<b>Personal Qualities:</b> <i>Shows respect, creativity, and politeness toward students.</i>	3.83	0.38	4.00	0.00	4.00	0.00	<b>3.92</b>	<b>0.19</b>	<b>Excellent / Homogeneous</b>
16	<b>Personal Qualities:</b> <i>Accepts his/her mistakes.</i>	4.00	0.00	4.00	0.00	4.00	0.00	<b>4.00</b>	<b>0.00</b>	<b>Excellent / Homogeneous</b>
17	<b>Personal Qualities:</b> <i>Shows responsibility.</i>	3.63	0.50	4.00	0.00	4.00	0.00	<b>3.88</b>	<b>0.17</b>	<b>Excellent / Homogeneous</b>

Item	Criteria	December 2012		December 2013		December 2014		In General		Interpretation
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
		N=24		N=16		N=9		N=49		
18	<b>Personal Qualities:</b> <i>Shows punctuality.</i>	4.00	0.00	4.00	0.00	4.00	0.00	<b>4.00</b>	<b>0.00</b>	<b>Excellent / Homogeneous</b>
19	<b>Personal Qualities:</b> <i>Shows an ethical conduct with colleagues.</i>	4.00	0.00	4.00	0.00	4.00	0.00	<b>4.00</b>	<b>0.00</b>	<b>Excellent / Homogeneous</b>
20	<b>Personal Qualities:</b> <i>Shows solidarity with students and colleagues.</i>	4.00	0.00	4.00	0.00	4.00	0.00	<b>4.00</b>	<b>0.00</b>	<b>Excellent / Homogeneous</b>
21	<b>Personal Qualities:</b> <i>Has a true commitment with education and with personal improvement.</i>	4.00	0.00	4.00	0.00	4.00	0.00	<b>4.00</b>	<b>0.00</b>	<b>Excellent / Homogeneous</b>
<b>Mean</b>								<b>3.65</b>	<b>0.09</b>	<b>Excellent / Homogeneous</b>

Likert type scale: Excellent (4); Satisfactory (3); Regular (2); Poor (1)

### Summary of evidences for Caring and Effective Teaching Skills (Professional Dispositions) of TEP's Graduates or Completers

The summary of the evaluation of the caring and effective teaching skills (professional dispositions) of TEP's graduates or completers is presented in Table 58. All assessments evidenced an accomplishment of Claim 3 (2 of 2 assessments, 100.0%).

Table 58

#### Assessments' Summary for Claim 3

Assessments for Claim 3	Mean	Interpretation
1. Survey to TEP's Graduates or Completers: Caring and Effective Teaching Skills (Professional Dispositions)	Likert type scales: Items A & B: Totally agree (5) or Agree (4) In general: 4.85	<b>Totally Agree (Accomplished)</b>
2. Survey to School Directors: Caring and Effective Teaching Skills (Professional Dispositions)	Likert type scale: 4 "Excellent" or 3 "Satisfactory" In general: 3.65	<b>Excellent (Accomplished)</b>

**Claim 4.1: Cross-cutting theme Learning How to Learn**

Teacher candidates and completers (graduates) of the TEP demonstrate that they have learned how to access information on their own (research), that they can transfer what they have learned to new situations, and that they have acquired the attitudes and skills that will support life-long learning in their field by achieving a performance of above average attainment or satisfactory or more.

**Evidence 4.1.1: Survey to TEP’s Graduates or Completers**

The first evidence for learning how to learn competences in TEP’s completers (graduates) were collected through a survey to TEP’s graduates or completers (in-service teachers). Data is presented in Table 59. Their perception about the TEP’s impact was positive (1.92 of 2.0 points, yes) and in total agreement (4.88 of 5.0 points). The standard deviations indicate that the answers were homogeneous.

Table 59

*Survey to TEP’s Graduates or Completers: Learning How to Learn*

Items			Dec 2012	Dec 2013	Dec 2014	In General	Interpretation
			N=63	N=19	N=12	N =94	
11a	<i>Courses provide for the development of critical and creative thinking.</i>	Mean	1.88	2.00	2.00	<b>1.96</b>	<b>Yes</b>
		SD	0.33	0.00	0.00	<b>0.11</b>	<b>Homogeneous</b>
11b	<i>Courses provide for the development of critical and creative thinking.</i>	Mean	1.67	2.00	2.00	<b>1.89</b>	<b>Yes</b>
		SD	0.50	0.00	0.00	<b>0.08</b>	<b>Homogeneous</b>
11c	<i>Courses provide for the development of research skills.</i>	Mean	1.74	2.00	2.00	<b>1.91</b>	<b>Yes</b>
		SD	0.48	0.00	0.00	<b>0.16</b>	<b>Homogeneous</b>
A-5	<i>He/She promotes the search for information and knowledge development.</i>	Mean	4.67	4.95	5.00	<b>4.87</b>	<b>Totally Agree</b>
		SD	0.62	0.23	0.00	<b>0.28</b>	<b>Homogeneous</b>
A-7	<i>He/She gives pertinence to the content of his/her subject matter, and gives opportunities for action research and experimentation.</i>	Mean	4.59	5.00	4.67	<b>4.75</b>	<b>Totally Agree</b>
		SD	0.66	0.00	0.49	<b>0.38</b>	<b>Homogeneous</b>
A-8	<i>His/her subject matter content promotes the development of</i>	Mean	4.65	4.95	4.92	<b>4.84</b>	<b>Totally Agree</b>
		SD	0.60	0.23	0.29	<b>0.37</b>	<b>Homoge-</b>



Items			Dec 2012	Dec 2013	Dec 2014	In General	Interpretation
			N=63	N=19	N=12	N =94	
	<i>critical, reflective, and creative thinking.</i>						neous
B-9	<i>He/she adapts the content of subject matter to the cognitive level of his/her students</i>	Mean	4.73	5.00	4.92	<b>4.99</b>	<b>Totally Agree</b>
		SD	0.54	0.00	0.29	<b>0.28</b>	<b>Homogeneous</b>
B-10	<i>He/she adapts the content of subject matter to the cognitive level of his/her students</i>	Mean	4.92	5.00	4.92	<b>4.95</b>	<b>Totally Agree</b>
		SD	0.34	0.00	0.29	<b>0.21</b>	<b>Homogeneous</b>
<b>In General: Items 11</b>		Mean				<b>1.92</b>	<b>Yes</b>
		SD				<b>0.12</b>	<b>Homogeneous</b>
<b>In General: Items A &amp; B</b>		Mean				<b>4.88</b>	<b>Totally Agree</b>
		SD				<b>0.30</b>	<b>Homogeneous</b>

Likert type scales:

Item 11: Yes (2); Partially (1); No (0)

Items A & B: Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)

#### Evidence 4.1.2: Survey to School Directors

The second evidence of caring and effective teaching skills (professional dispositions) in TEP's completers (graduates) was collected through a survey to school directors. Data is presented in Table 60. Their perception about the TEP's impact their teachers from the San Germán Campus were very positive (3.80 of 4 points, excellent). The standard deviations indicate that the answers were homogeneous (0.46).

Table 60

#### Survey to School Directors: Learning How to Learn

Item	Criteria	December 2012		December 2013		December 2014		In General		Interpretation
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
		N=24		N=16		N=9		N=49		
9	<b>Continuous Education:</b> Shows interest in keeping updated and in professional growth and development. Presents a formal yearly plan for	3.83	0.38	4.00	0.00	3.56	0.53	<b>3.80</b>	<b>0.46</b>	<b>Excellent / Homogeneous</b>

Item	Criteria	December 2012		December 2013		December 2014		In General		Interpretation
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
		N=24		N=16		N=9		N=49		
	<i>professional development.</i>									

Likert type scale: Excellent (4); Satisfactory (3); Regular (2); Poor (1)

### Evidence 4.1.3: Continuation of graduate studies at the IAUPR

The third evidence of learning how to learn competencies in TEP's completers (graduates) was collected through data analysis of official academic transcripts of the TEP's teacher candidates as were reported by the Registrar Office. Data is presented in Table 61. It indicates that 17.2% (15 of 87) of the TEP's graduates continued graduate studies at the IAUPR. Of them, 100.0% continued graduate studies at San Germán Campus.

Table 61

#### *Continuation of Graduate Studies at IAUPR of TEP's Graduates*

Graduation Date	N	Graduate Studies at IAUPR	%	Graduate Studies at IAUPR, SG	%
May, 2013	36	6	16.7%	6	100.0%
May, 2014	36	5	13.9%	5	100.0%
May, 2015	15	4	26.7%	4	100%
<b>Total</b>	<b>87</b>	<b>15</b>	<b>17.2%</b>	<b>15</b>	<b>100.0%</b>

### Summary of evidences for Learning How to Learn Competencies of TEP's Graduates or Completers

The summary of the evaluation of the learning how to learn competencies of TEP's graduates or completers is presented in Table 61. All assessments evidenced an accomplishment of Claim 4.1 (3 of 3 assessments, 100.0%).

Table 61

*Assessments' Summary for Claim 4.1*

<b>Assessments for Claim 4.1</b>	<b>Mean</b>	<b>Interpretation</b>
1. Survey to TEP's Graduates or Completers: Learning How to Learn	Likert type scales: Items 11: Yes (2), Partially (1) or No (0) Items A & B: Totally agree (5) or Agree (4) In general: Items 11: 1.92 "Yes" Items A & B: 4.88 "Totally Agree"	<b>Yes Totally Agree (Accomplished)</b>
2. Survey to School Directors: Learning How to Learn	Likert type scale: 4 "Excellent" or 3 "Satisfactory" In general: 3.80	<b>Excellent (Accomplished)</b>
3. Continuation of Graduate Studies at IAUPR of TEP's Graduates	In general: 17.2% continued graduate studies at IAUPR 100% of them continued graduate studies at San Germán Campus	<b>Yes (Accomplished)</b>

**Claim 4.2: Cross-cutting theme Diversity**

Teacher candidates and completers (graduates) of the TEP demonstrate that they have learned accurate and sound information on matters of diversity (race, gender, individual differences, and ethnic and cultural perspectives) by achieving a performance of above average attainment, or satisfactory or more.

**Evidence 4.2.1: Survey to TEP's Graduates or Completers**

The first evidence for diversity competencies in TEP's completers (graduates) were collected through a survey to TEP's graduates or completers (in-service teachers). Data is presented in Table 63. Their perception about the TEP's impact was in total agreement (4.84 of 5.0 points). The standard deviations indicate that the answers were homogeneous (0.34).

Table 63

*Survey to TEP's Graduates or Completers: Diversity*

Items			Dec 2012	Dec 2013	Dec 2014	In General	Interpretation
			N=63	N=19	N=12	N =94	
A-6	<i>He/she knows the contribution of his/her discipline to the students social and cultural formation.</i>	Mean	4.68	5.00	4.83	<b>4.84</b>	<b>Totally Agree</b>
		SD	0.59	0.00	0.39	<b>0.33</b>	<b>Homogeneous</b>
A-9	<i>He/she adapts the content of subject matter to the cognitive level of his/her students.</i>	Mean	4.73	5.00	4.92	<b>4.88</b>	<b>Totally Agree</b>
		SD	0.54	0.00	0.29	<b>0.28</b>	<b>Homogeneous</b>
B-2	<i>He/She integrates life experiences in the teaching and learning process.</i>	Mean	4.77	5.00	4.92	<b>4.90</b>	<b>Totally Agree</b>
		SD	0.53	0.00	0.29	<b>0.27</b>	<b>Homogeneous</b>
B-3	<i>He/She considers the socio-economical context of his/her students in the planning process.</i>	Mean	4.59	4.95	4.92	<b>4.82</b>	<b>Totally Agree</b>
		SD	0.67	0.23	0.29	<b>0.40</b>	<b>Homogeneous</b>
B-4	<i>He/She takes into consideration the differences in the culture, talents, preferences, and styles of his/her students.</i>	Mean	4.73	5.00	4.92	<b>4.88</b>	<b>Totally Agree</b>
		SD	0.58	0.00	0.29	<b>0.29</b>	<b>Homogeneous</b>
B-5	<i>He/she incorporates the community in his/her class planning.</i>	Mean	4.41	4.95	4.75	<b>4.70</b>	<b>Totally Agree</b>
		SD	0.80	0.23	0.45	<b>0.49</b>	<b>Homogeneous</b>
<b>In General: Items A &amp; B</b>		<b>Mean</b>				<b>4.84</b>	<b>Totally Agree</b>
		<b>SD</b>				<b>0.34</b>	<b>Homogeneous</b>

Likert type scales:

Item 10: Very good (4); Good (3); Regular (2); Deficient (1)

Item 11: Yes (2); Partially (1); No (0)

Items A &amp; B: Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)

### Evidence 4.2.2: Survey to School Directors

The second evidence of diversity competencies in TEP's completers (graduates) was collected through a survey to school directors. Data is presented in Table 64. Their perception about the TEP's impact their teachers from the San Germán Campus were very positive (3.88 of 4 points, excellent). The standard deviations indicate that the answers were homogeneous (0.21).

Table 64

#### *Survey to School Directors: Diversity*

Item	Criteria	December 2012		December 2013		December 2014		In General		Interpretation
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
		N=24		N=16		N=9		N=49		
4	<b>Teaching- Learning Process:</b> <i>The activities of the teacher are geared towards the development of knowledge among the students keeping in mind the level of teaching and the individual differences among students.</i>	4.00	0.00	4.00	0.00	3.78	0.44	<b>3.93</b>	<b>0.15</b>	<b>Excellent / Homogeneous</b>
8	<b>Planning and Educational Evaluation:</b> <i>Uses evaluation criteria that respond to student diversity.</i>	3.72	0.42	4.00	0.00	3.78	0.44	<b>3.83</b>	<b>0.29</b>	<b>Excellent / Homogeneous</b>
<b>In General</b>								<b>3.88</b>	<b>0.21</b>	<b>Excellent / Homogeneous</b>

Likert type scale: Excellent (4); Satisfactory (3); Regular (2); Poor (1)

### Summary of evidences for Diversity Competencies of TEP's Graduates or Completers

The summary of the evaluation of the diversity competencies of TEP's graduates or completers is presented in Table 65. All assessments evidenced an accomplishment of Claim 4.2 (3 of 3 assessments, 100.0%).

Table 65

*Assessments' Summary for Claim 4.2*

<b>Assessments for Claim 4.2</b>	<b>Mean</b>	<b>Interpretation</b>
1. Survey to TEP's Graduates or Completers: Diversity	Likert type scales: Items A & B: Totally agree (5) or Agree (4) In general: 4.84	<b>Totally Agree (Accomplished)</b>
2. Survey to School Directors: Diversity	Likert type scale: 4 "Excellent" or 3 "Satisfactory" In general: 3.88	<b>Excellent (Accomplished)</b>

**Claim 4.3 Cross-cutting theme Technology**

Teacher candidates and completers (graduates) of the TEP are able to use classroom technology by achieving performance of above average attainment or satisfactory or more.

**Evidence 4.3.1: Survey to TEP's Graduates or Completers**

The only one evidence is presented in this annual report for technology competencies in TEP's completers (graduates). It was collected through a survey to TEP's graduates or completers (in-service teachers). Data is presented in Table 66. Their perception about the TEP's impact was positive (1.89 of 2.0 points, yes) and in total agreement (4.84 of 5.0 points). The standard deviations indicate that the answers were homogeneous. **(Accomplished)**

Table 65

*Survey to TEP's Graduates or Completers: Technology*

<b>Items</b>			<b>Dec 2012</b>	<b>Dec 2013</b>	<b>Dec 2014</b>	<b>In General</b>	<b>Inter-pretation</b>
			<b>N=63</b>	<b>N=19</b>	<b>N=12</b>	<b>N =94</b>	
11d	<i>Courses provide for the use of technology in teaching, research, and communication.</i>	Mean	1.66	2.00	2.00	<b>1.89</b>	<b>Yes</b>
		SD	0.61	0.00	0.00	<b>0.20</b>	<b>Homogeneous</b>
B-6	<i>He/She incorporates technology in his/her classes.</i>	Mean	4.52	5.00	4.83	<b>4.78</b>	<b>Totally Agree</b>
		SD	0.76	0.00	0.39	<b>0.38</b>	<b>Homogeneous</b>
B-7	<i>He/She incorporates technology in his/her classes.</i>	Mean	4.74	5.00	4.92	<b>4.89</b>	<b>Totally Agree</b>
		SD	0.60	0.00	0.29	<b>0.30</b>	<b>Homogeneous</b>

Items		Dec 2012	Dec 2013	Dec 2014	In General	Interpretation
		N=63	N=19	N=12	N =94	
<b>In General: Items B</b>	<b>Mean</b>				<b>4.84</b>	<b>Totally Agree</b>
	<b>SD</b>				<b>0.34</b>	<b>Homogeneous</b>

Likert type scales:

Item 10: Very good (4); Good (3); Regular (2); Deficient (1)

Item 11: Yes (2); Partially (1); No (0)

Items A & B: Totally agree (5); Agree (4); Do not agree nor disagree (3); Disagree (2); Totally disagree (1)

## Consumer information

### 1. Information about TEP's Graduates or Completers: Employment =

According to a survey to School Directors of Public Schools (Department of Education of Puerto Rico) in the San Germán Campus service area), the quantity and percentage of teachers they have is the following:

Academic Year	Number of School Directors	Total of Teachers in School	Total of Teachers that are graduates or completers of IAUPR, San Germán Campus	General Evaluation of Teachers from San Germán Campus
2012-2013 (December, 2012)	24	618	305 (49.35%)	3.91 of 4 points (Excellent)
2013-2014 (December, 2013)	16	363	143 (39.39%)	4.00 of 4 points (Excellent)
2014-2015 (December, 2014)	9	249	109 (43.78%)	3.87 of 4 points (Excellent)
<b>In General</b>	<b>40</b>	<b>981</b>	<b>448</b> <b>(45.67%)</b>	<b>3.96 of 4 points</b> <b>(Excellent)</b>


### 2. Link to Students Right to Know information =

First: <http://www.sg.inter.edu/>

Second, in "Enlaces": <http://www.sg.inter.edu/index.php?page=student-right-to-know-act>

www.sg.inter.edu/index.php?page=student-right-to-know-act

This computer will no longer receive Google Chrome updates because Windows XP and Windows Vista are no longer supported. [Learn more](#)



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## Student Right to Know

**Información Requerida por el Gobierno Federal**

De acuerdo a Student Right to Know Act (P.L. 101-542) de 1990, las universidades que administran fondos de Título IV deben proveer la siguiente información relevante para la toma de decisiones de estudiantes y sus padres:

- > Catálogo General: Información de Admisiones, Información para Estudiantes Transferidos, Programas Académicos, Facultad, Política de Privacidad de la Información de los Estudiantes (FERPA)
- > Decanato de Estudiantes
- > Centro de Orientación y Consejería
- > Consorcios e Intercambios Estudiantiles
- > Educación a Distancia
- > Programa de Clases
- > Calendario Académico
- > Reglamento de Estudiantes: Comportamiento Sujeto a Sanciones Disciplinarias, Política sobre Abuso de Drogas y Alcohol
- > Tasas de Retención y Graduación (IPEDS)
- > Información de Seguridad y Estadísticas de Actos Delictivos
- > Información sobre Ayudas Económicas
- > Documentos Normativos sobre Derechos de Autor

In: <http://nces.ed.gov/collegenavigator/?s=PR&zc=00683&zd=0&of=3&id=242617>

College Navigator - Inter

nces.ed.gov/collegenavigator/?s=PR&zc=00683&zd=0&of=3&id=242617

**COLLEGE**Navigator

Back to Results | Print | Save | MY FAVORITES (0)

Name of School: Type name of school here

States (use map for more than 1 state): Northern Marianas, Palau, Puerto Rico

ZIP Code: 00683

Programs/Majors: 0 Items Selected

Level of Award: Certificate, Bachelor's, Associate's, Advanced

Institution Type: Public, Private non-profit, Private for-profit, 4-year, 2-year, < 2-year

**Show Results**

**Inter American University of Puerto Rico-San German**  
Rd. 102 Km. 30.6, San German, Puerto Rico 00683

Distance from ZIP: 0.0 miles from 00683  
General information: (787) 264-1912  
Website: [www.sgi.inter.edu](http://www.sgi.inter.edu)  
Type: 4-year, Private not-for-profit  
Awards offered: One but less than two years certificate, Associate's degree, Two but less than 4 years certificate, Bachelor's degree, Postbaccalaureate certificate, Master's degree, Doctor's degree - research/scholarship

Campus setting: City, Small  
Campus housing: Yes  
Student population: 5,223 (4,453 undergraduate)  
Student-to-faculty ratio: 25 to 1

Expand All | Collapse All

- GENERAL INFORMATION
- TUITION, FEES, AND ESTIMATED STUDENT EXPENSES
- FINANCIAL AID
- NET PRICE
- ENROLLMENT
- ADMISSIONS
- RETENTION AND GRADUATION RATES
- PROGRAMS/MAJORS
- SERVICEMEMBERS AND VETERANS
- VARSITY ATHLETIC TEAMS
- ACCREDITATION
- CAMPUS SECURITY
- COHORT DEFAULT RATES

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**3. Student Default Rate of TEP's Students = 25.61%**

[31 students in default of 121 TEP's students, according to the *Draft Cohort Default Rate 2011 (3 years)* of February 2014. The San Germán Campus has 885 students in the report.]

**4. Cohort Default Rate of the Inter American University of Puerto Rico, San Germán Campus =**

<http://nces.ed.gov/collegenavigator/?s=PR&zc=00683&zcd=0&of=3&id=242617#fedloans>

Fiscal Year	2012	2011	2010
Default Rate	12.8%	19.5%	28.9%
Number in Default	1,203	1,743	2,496
Number in Repayment	9,359	8,914	8,614

In: <http://nces.ed.gov/collegenavigator/?s=PR&zc=00683&zcd=0&of=3&id=242617#fedloans>

The screenshot shows the College Navigator search results page. On the left, there are search filters for Programs/Majors, Level of Award (Certificate, Bachelor's, Associate's, Advanced), and Institution Type (Public, Private non-profit, Private for-profit, 4-year, 2-year, < 2-year). A 'Show Results' button is visible. The main content area displays general information for the institution, including campus setting, housing, student population (5,223), and student-to-faculty ratio (25 to 1). A navigation menu on the right lists various categories like Tuition, Financial Aid, and Enrollment. The 'COHORT DEFAULT RATES' section is expanded, showing a table with the following data:

FISCAL YEAR	2012	2011	2010
Default rate	12.8%	19.5%	28.9%
Number in default	1,203	1,743	2,496
Number in repayment	9,359	8,914	8,614

Below the table, there are notes stating that these default rates apply to all locations of the institution and providing a link to the Cohort Default Rate Home Page. The 'AID PROGRAMS' section lists the Federal Direct Loan (Direct Loan).

5. **Information about Retention and Graduation Rates of the Inter American University of Puerto Rico, San Germán Campus =**

Link:

<http://nces.ed.gov/collegenavigator/?s=PR&zc=00683&zd=0&of=3&id=242617#fedloans>

6. **Link for TEP's information:** <http://www.sg.inter.edu/index.php?page=caep-informacion>
7. **Link for economic assistance:** <http://asistencia.inter.edu/a/index.php>
8. **Link for information about net price calculator:** <http://asistencia.inter.edu/calculadora/>
9. **Link for information about university:** <http://documentos.inter.edu/docs/index.php?category=12>
10. **Link for information about employment at the Department of Education of Puerto Rico:** <http://www.opcionempleo.com.pr/empleo-departamento-de-educacion.html> , <http://pr.jobsofde.com/empleos/departamento-de-educacion-convocatoria.html> and <http://recluta.dde.pr/>
11. **Link for information about Teacher Certification at the Department of Education of Puerto Rico:** <http://www.de.gobierno.pr/soy-maestro/161-soy-maestro/certificacion-de-maestros/311-certificacion-de-maestros-y-otros-requisitos>
12. **Link for information about employment at the Inter American University of Puerto Rico:** <http://www.inter.edu/i/empleos>
13. **Link for information about the Bureau of Labor Statistics:** <http://www.bls.gov/>

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## Contact persons

Dr. Miriam Padilla-Rodríguez  
Director  
Department of Education and Physical Education  
(787) 264-1912, ext. 7350, 7351, 7464  
[miriam\\_padilla\\_camacho@intersg.edu](mailto:miriam_padilla_camacho@intersg.edu)

Dr. Elba T. Irizarry-Ramírez  
Coordinator of Accreditation TEP-  
TEAC/CAEP  
(787) 264-1912, ext. 7388, 7357  
[elba\\_irizarry\\_ramirez@intersg.edu](mailto:elba_irizarry_ramirez@intersg.edu)

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