

ANNUAL REPORT: 2015-2016
OF THE TEACHER EDUCATION PROGRAM (TEP) ❖

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

by:

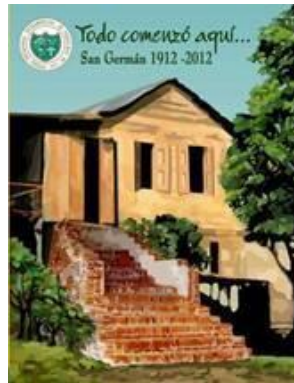
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**ANNUAL REPORT OF THE TEACHER EDUCATION PROGRAM (TEP) AT
THE SAN GERMAN CAMPUS
OF THE INTER AMERICAN UNIVERSITY OF PUERTO RICO
(For Academic Year 2015-2016, posted on April, 2017)**

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 2015-2017* (IAUPR, 2017). This program includes general education requirements, in addition to the core and major courses' components. The TEP is 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-3rd and 4th-6th), 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 2015-2016, TEP has one dormant program: the B.A. in School Health. Its moratorium was proposed during 2014-2015 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 (housed) by two academic departments. The Department of Education and Physical Education is in charge of the options or majors: Early Childhood: Pre-school, K-3rd and 4th-6th;

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).

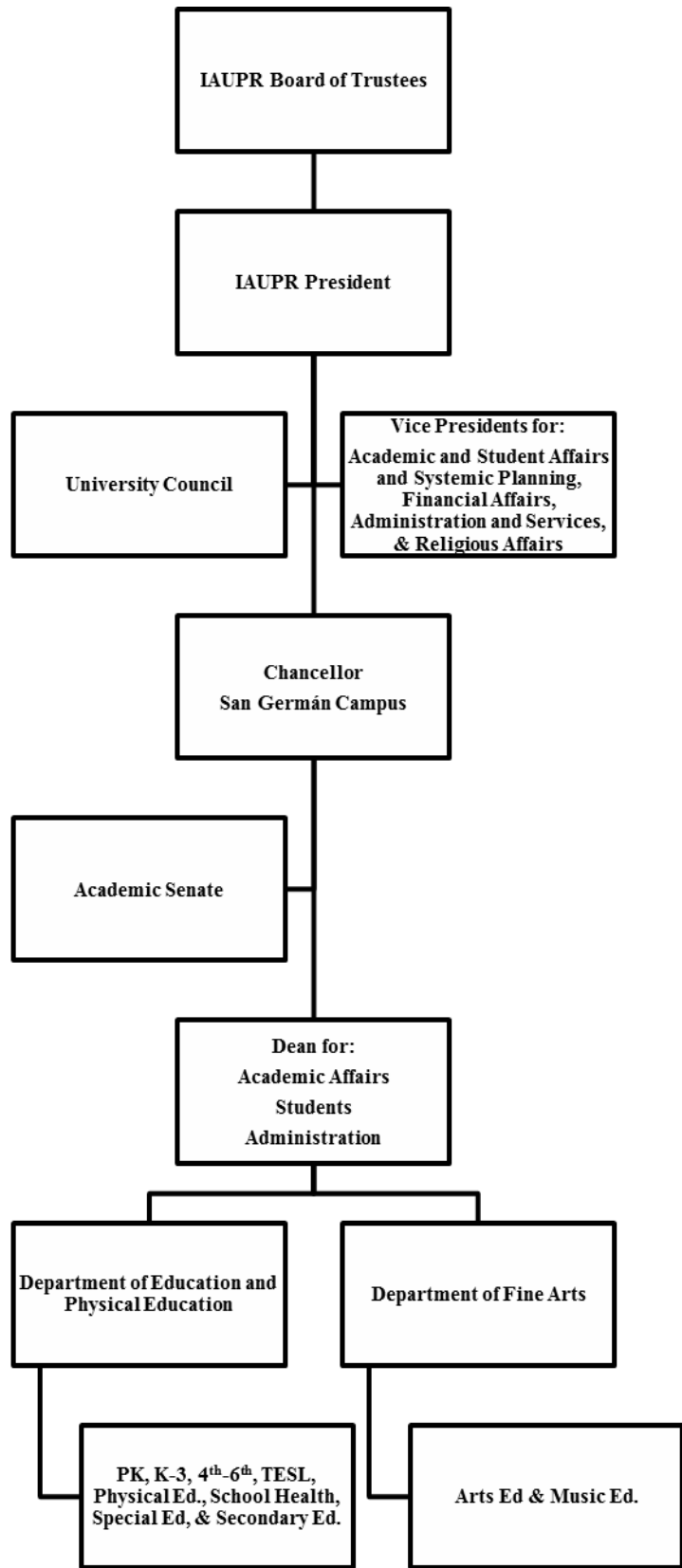


Figure 1. TEP's Organizational Chart

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, 2017, pp. 168-171):

“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.

On 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, 2017). 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.

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. Another two 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. **Prescriptive Distributives** – Courses related to the subject-matter from which students can select six credits in Music Education (General-Vocal or Instrumental).

5. **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).

6. **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, 2017)

Majors of TEP	Code	Components						Total Credits
		Gen. Education	Core	Major	Prescriptive Distributives	Specialization	Electives	
BA in Sec. Educ: Teach of Mathematics	128	51	41	35	---	---	3	130
BA in Special Education	136	54	37	27	---	---	3	121

Majors of TEP	Code	Components						Total Credits
		Gen. Education	Core	Major	Prescriptive Distributions	Specialization	Electives	
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
BA in 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	37	---	12	3	135
BA in Sec. Educ: Teach of Social Studies	177	51	38	36	---	---	3	128
BA in Educ: Teaching of Physical Education at Elementary Level	178	51	32	37	---	12	3	135
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 Educ: Teaching English as Second Language	206	51	39	28	---	---	3	121
BA in Adapted Physical Education	207	51	32	37	---	15	3	138
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: Art Education (Visual Art)*	254	51	40	48	---	---	3	142

* - Majors of the Academic Department of Fine Arts.

--- - No credits assigned

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

1.3 General requirements

Admission requirements for the Teacher Education Program

According to the *General Catalog 2015-2017* (IAUPR, 2017, p. 172):

All students admitted to the University that wish admission to the Teacher Education Program (TEP) will receive a Provisional Admission to the major of their interest until they satisfy the admission requirements of the TEP.

To be admitted or readmitted to the Teacher Education Program (TEP), students must fulfill the following requirements:

1. Have a minimum academic point average of 2.50 at the university level.
2. Have approved the following courses with a minimum grade of B.
 - a. EDUC 1080 (Field Experience in the Educational Scenario I), or its equivalent.
 - b. EDUC 2021 (History and Philosophy of Education) or EDUC 2022 (Society and Education) or EDUC 2031 (Developmental Psychology).
 - c. GESP 1101 (Literature and Communication: Narrative and Essay) and 1102 (Literature and Communication: Poetry and Theater).
 - d. A course in English at one of the following levels of English.
 - 1) Basic Level: GEEN 1101 and 1102 (English as a Second Language I and II)
 - 2) Intermediate Level: GEEN 1201 and 1202 (Development of English through Reading I) or GEEN 1202 (Development of English through Reading II).
 - 3) Advanced Level: GEEN 2311 (Reading and Writing) and 2312 (Literature and Writing).

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) or GEEN 2312 (Literature and Writing).

3. Students will have two (2) semesters or three (3) trimesters, from the Provisional Admission to the TEP, 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 and EDUC 2890 -Field Experience in the Educational Scenario II.
2. Students in online learning courses that require visits to schools must make the corresponding arrangements prior to registering in the courses.
3. The online 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.

Satisfactory Academic Progress Requirements for the TEP

According to the *General Catalog 2015-2017* (IAUPR, 2017, pp. 172-173), the satisfactory academic progress requirements for the TEP are:

1. To remain in the Teacher Education Program, students must comply with the Satisfactory Academic Progress Norm as established below:

Required academic index in the Teacher Education Programs, from 121-128 credits.

Percent (%) of approved credits	Progressive academic index
0-36	2.50
37-55	2.75
56-74	2.90
75-100	3.00

Required academic index in the Teacher Education Programs, from 130-137 credits.

Percent (%) of approved credits	Progressive academic index
0-34	2.50
32-52	2.75
53-69	2.90
70-100	3.00

Required academic index in the Teacher Education Programs, from 138-147 credits.

Percent (%) of approved credits	Progressive academic index
0-32	2.50
33-48	2.75
49-64	2.90
65-100	3.00

2. Student must comply with the institutional norm of credits attempted and approved.
3. Students that do not comply with the Satisfactory Academic Progress Norm of the University will be subject to the provisions established in said norm.

Admission Requirements for the Course Clinical Experiences in the Educational Scenario II (EDUC 4013) or Practice Teaching in the TEP

According to the *General Catalog 2015-2017* (IAUPR, 2017, p. 173), the admission requirements for the Clinical Experiences or Practice Teaching courses in the TEP 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 general academic point average of 3.00.
4. Have a minimum general academic point average of 3.00 in the Major.
5. Submit the Application for Admission to Practice Teaching in the TEP and have the approval of the Coordinator or the Practice Teaching 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. In the case of nonresidents of Puerto Rico, these 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.

Graduation Requirements of the Teacher Education Program

According to the *General Catalog 2015-2017* (IAUPR, 2017, p. 173), the graduation requirements for the TEP are:

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 academic grade point average of 3.00.

2. Have obtained a minimum academic grade point average of 3.00 in the major.
3. Have obtained 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 Academic year of Graduation	General Index in Core, Major and Specialization Courses
2009-2011	2.50
2011-2014	2.80
2014-2015 and beyond	3.00

Teacher Certification

Students 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. This applies to students who aspire to be certified by the traditional route, the alternating route or by recertification.

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. (IAUPR, 2017, p. 174).

Minor

Students interested in completing a Minor in Education must have a minimum grade point index of 2.50 at the time they declare a minor and begin to take the required courses.

1.4 Clarifications about new TEP's requirements approved in May, 2016 and valid in July, 2016

In October 20, 2016, the Institutional Director of the Office of Curricular Affairs at the Inter American University of Puerto Rico [Official letter to Academic Affairs Deans from Dr. Anthony Rivera] clarified the following about the new TEP's requirements approved in May, 2016 and valid in July, 2016:

1. The PRE-TEP classification (code 760) was eliminated.
2. The student interested in admission or readmission to an educational curriculum will receive provisional admission. This was done by instructing the Associate Vice Presidency of Student Affairs to meet the eligibility requirements for financial assistance. This office explained that once the student meets the admission requirements, the campus will inactivate the provisional admission indicator.

3. The new requirements for admission and readmission to TEP maintain academic rigor, but are a little more flexible in terms of the credits required to request admission or readmission to TEP. These new requirements will apply to any student who has not yet been admitted or who requests readmission to TEP.
4. "Retention Requirements" apply to all students (new and active). This change was based on *Normative Document A-0216-054 (Norms of Academic Progress Satisfactory for Academic Programs of the Undergraduate Level)* of February 9, 2016. The norms of satisfactory academic progress for the TEP are stipulated in Tables 7, 8 and 9 (p.7) of said normative document.
5. The modification of the indexes required to take Clinical Experience II (4013_), commonly known as Teaching Practice, applies to all students (new and active), as it benefits them all.
6. The modification of the averages for the student to graduate, also applies to all students (new and active), as it benefits everyone.
7. "Teacher Certification Requirements" apply to all students (new and active).
8. The "Minor Concentration Requirements" apply to students wishing to declare minor concentration as of July 2016. Those students who have already declared the minor concentration will not be affected because they have already done so.

1.5 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 2015-2017* (IAUPR, 2017). The Table 2 presents this alignment.

Table 2

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)	Professional Standards of Teachers (DEPR, 2008) ⁹	Standards of CAEP (2013) and of InTASC
Fundamentals of			
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
Methodology			
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 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

TEP's Core Courses	TEP's Claims (2015)	Professional Standards of Teachers (DEPR, 2008)^o	Standards of CAEP (2013) and of InTAS
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

TEP's Core Courses	TEP's Claims (2015)	Professional Standards of Teachers (DEPR, 2008)^o	Standards of CAEP (2013) and of InTAS
EDUC 3875 EDUCATIONAL THEORY, METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF PHYSICAL EDUCATION AT THE SECONDARY LEVEL 7-12	2, 4.3	3, 4, 5, 6, 7	CAEP: 1 InTASC: 1, 2, 3, 4, 5, 6, 7, 8
EDUC 3878 METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF PHYSICAL EDUCATION AT THE ELEMENTARY	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

TEP's Core Courses	TEP's Claims (2015)	Professional Standards of Teachers (DEPR, 2008)^o	Standards of CAEP (2013) and of InTAS
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,
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,
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

TEP's Core Courses	TEP's Claims (2015)	Professional Standards of Teachers (DEPR, 2008)^o	Standards of CAEP (2013) and of InTAS
HPER 4110 EVALUATION, ASSESSMENT AND RESEARCH IN THE TEACHING AND LEARNING OF PHYSICAL EDUCATION	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
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
Field and Clinical Experiences			
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

TEP's Core Courses	TEP's Claims (2015)	Professional Standards of Teachers (DEPR, 2008) ^o	Standards of CAEP (2013) and of InTAS
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 MUSIC EDUCATION II	1.2, 1.3	4, 5	CAEP: 1, 2 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
Integration Courses			
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 **Crosscutting 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.
- 4.2 **Crosscutting 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 **Crosscutting 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.

1.6 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 3 (September, 2016). 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 number of enrolled active students have been the same (N=434).

Table 3

TEP Enrollment (Academic Years 2011-12 to 2015-16)[□]

Majors of TEP	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
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 [♦]	175	3	1	1	1	1
BA in Sec. Educ: Teaching of Physical Education at Secondary Level	176	22	31	21	20	21

Majors of TEP	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
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 ♦♦	267	10	10	6	7	2
TEP Active Students (Admitted and Enrolled, not duplicated)		411	509	475	434	434

☑ - 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 2015-2016 is presented in Table 4. The number of completers in the TEP has decreased from 79 in academic year 2011-2012 to 52 in academic year 2015-2016. The less number of completers was in 2014-2015 (40 students).

Table 4

Number of Completers of the Teacher Education Program (TEP), San Germán Campus (2011- 2012 to 2015-2016) ☑

Majors of TEP	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
BA in Sec. Educ: Teach of	128	6	6	0	3	0
BA in Special Education	136	6	1	3	4	6
BA in Sec. Educ: Teaching of	144	1	0	2	2	1
BA in Sec. Educ: Teaching of	145	7	0	1	1	6
BA in Sec. Educ: Teach of English as Second Language	147	1	3	1	2	8

Majors of TEP	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
BA in Sec. Educ: Teaching of	174	4	0	1	1	0
BA in Sec. Educ: Teach Science Junior High♦Junior High♦	175	0	0	1	0	0
BA in Sec. Educ: Teaching of Physical Education at Secondary Level	176	6	5	5	2	1
BA in Sec. Educ: Teach of Social	177	0	2	0	0	1
BA in Elementary Educ: Teaching of Physical Education at Elementary	178	6	3	4	4	4
BA in Sec. Educ: Teaching Of Chemistry	187	0	0	1	0	0
BM in Music Education:	191	5	7	6	3	2
BM in Music Education: General-Vocal*	192	8	9	12	4	7
BA in Elementary Educ: Teaching English as Second Language	206	3	0	1	2	1
BA in Adapted Physical Education	207	1	1	1	0	4
BA in Teach Elementary Primary	236	8	4	5	5	6
BA in Teach Elementary Primary	237	3	3	0	1	1
BA in Early Childhood: Pre-School	243	6	3	5	2	3
BA in Visual Arts: Art Education*	254	5	3	4	2	1
BA in Education: School Health ♦♦	267	3	5	1	2	0
Total of Students		79	55	54	40	52

- ☑ - Data was revised and corrected by the Office of Planning, Academic Information and of Research (September, 2016)
- * - 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 in March, 2017 prepared a report for the graduation rates of TEP at the San Germán Campus for 2015-2016. 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 six or less years, and for student who changed of major but remained in the TEP.

The criteria applied for analysis of graduation rates in six years or less are the following:

- Be a new student (freshmen/freshwomen) in the program for the fall period.
- Have enrolled in the fall period.
- Have twelve credits or more in the enrollment period (Fall).
- Graduation rate at the program-Those students who began the program in the fall period and graduate from the same program in six years or less.
- Graduation rate at other Program of Education -Those students who began the program in the fall period and graduate from other Program of Education in six years or less.
- Total graduation rate at Program of Education-Is the sum of those students that graduate in six years or less from the same program, or others Programs of Education.

Data are presented in Table 5. The graduation rates means were: 11.3% in Cohort 2008, 10.7% in Cohort 2009, and 20.8% in Cohort 2010 (Mean₂₀₀₈₋₂₀₀₉₋₂₀₁₀=13.8%, 37 of 269 students in three years).

Table 5

Graduation Rates of TEP, Cohorts 2008, 2009 & 2010, San Germán Campus [☒]

Programs/Majors in TEP	Cohort 2008	Graduation rate in the program 6yrs or less	%	Graduation rate in other program of education 6yrs or less	%	Total Graduation rate at Education Program 6yrs or less	%
BA in Sec. Educ: Teach of Mathematics (128)	5	1	20	0	0	1	20
BA in Special Education (136)	6	0	0	1	17	1	17
BA in Sec. Educ: Teaching of History (144)	5	0	0	1	20	1	20
BA in Sec. Educ: Teaching of Spanish (145)	5	2	40	0	0	2	40
BA in Sec. Educ: Teach of English as 2nd Language (147)	30	0	0	0	0	0	0
BA in Sec. Educ: Teaching of Biology (174)	3	0	0	0	0	0	0
BA in Sec. Educ: Teaching of Physical Education (176)	15	1	7	0	0	1	7

Programs/Majors in TEP	Cohort 2008	Graduation rate in the program 6yrs or less	%	Graduation rate in other program of education 6yrs or less	%	Total Graduation rate at Education Program 6yrs or less	%
BA in Elemental Educ: Teaching of Phys. Educ. (178)	6	0	0	0	0	0	0
BA in Sec. Educ: Teaching Of Chemistry (187)	2	0	0	0	0	0	0
BM in Music Education: Instrumental (191) *	19	2	11	1	5	3	16
BM in Music Educ: General-Vocal (192) *	19	2	11	0	0	2	11
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	0	0	0	0	0	0
BA in Adapted Physical Education (207)	5	0	0	0	0	0	0
BA in Teach Elemental K-3 (236)	9	2	22	1	11	3	33
BA in Teach Elemental 4-6 (237)	1	0	0	0	0	0	0
BA in Early Childhood: PreSchool Lvl. (243)	4	2	50	0	0	2	50
BA in Visual Arts: Teaching Art (254) *	4	0	0	0	0	0	0
BA in Education: School Health (267) ♦♦	1	0	0	0	0	0	0
Total/Graduation rate mean, Cohort 2008	141	12	10.5	4	2.8	16	11.3

Programs/Majors in TEP	Cohort 2009	Graduation rate in the program 6yrs or less	%	Graduation rate in other program of education 6yrs or less	%	Total Graduation rate at Education Program 6yrs or less	%
BA in Sec. Educ: Teach of Mathematics (128)	0	0	0	0	0	0	0
BA in Special Education (136)	2	0	0	0	0	0	0
BA in Sec. Educ: Teaching of History (144)	2	0	0	1	50	1	50
BA in Sec. Educ: Teaching of Spanish (145)	0	0	0	0	0	0	0
BA in Sec. Educ: Teach of English as 2nd Language (147)	4	0	0	0	0	0	0
BA in Sec. Educ: Teaching of Biology (174)	0	0	0	0	0	0	0
BA in Sec. Educ: Teaching of Physical Education (176)	6	0	0	0	0	0	0
BA in Elemental Educ: Teaching of Phys. Educ. (178)	1	0	0	0	0	0	0
BA in Sec. Educ: Teaching Of Chemistry (187)	1	0	0	0	0	0	0
BM in Music Education: Instrumental (191) *	12	1	8	0	0	1	8
BM in Music Educ: General-Vocal (192) *	15	1	7	0	0	1	7
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	0	0	0	0	0	0
BA in Adapted Physical Education (207)	0	0	0	0	0	0	0
BA in Teach Elemental K-3 (236)	3	0	0	1	33	1	33

Programs/Majors in TEP	Cohort 2009	Graduation rate in the program 6yrs or less	%	Graduation rate in other program of education 6yrs or less	%	Total Graduation rate at Education Program 6yrs or less	%
BA in Teach Elemental 4-6 (237)	3	0	0	0	0	0	0
BA in Early Childhood: PreSchool Lvl. (243)	4	1	25	0	0	1	25
BA in Visual Arts: Teaching Art (254) *	0	0	0	0	0	0	0
BA in Education: School Health (267) ♦♦	1	1	100	0	0	1	100
Total/Graduation rate mean, Cohort 2009	56	4	16.1	2	3.6	6	10.7

Programs/Majors in TEP	Cohort 2010	Graduation rate in the program 6yrs or less	%	Graduation rate in other program of education 6yrs or less	%	Total Graduation rate at Education Program 6yrs or less	%
BA in Sec. Educ: Teach of Mathematics (128)	5	1	20	0	0	1	20
BA in Special Education (136)	6	2	33	0	0	2	33
BA in Sec. Educ: Teaching of History (144)	1	0	0	0	0	0	0
BA in Sec. Educ: Teaching of Spanish (145)	1	1	100	0	0	1	100
BA in Sec. Educ: Teach of English as 2nd Language (147)	0	0	0	0	0	0	0
BA in Sec. Educ: Teaching of Biology (174)	3	0	0	1	20	1	20
BA in Sec. Educ: Teaching of Physical	5	0	0	1	20	1	20

Programs/Majors in TEP	Cohort 2010	Graduation rate in the program 6yrs or less	%	Graduation rate in other program of education 6yrs or less	%	Total Graduation rate at Education Program 6yrs or less	%
Education (176)							
BA in Elemental Educ: Teaching of Phys. Educ. (178)	5	1	20	0	0	1	20
BA in Sec. Educ: Teaching Of Chemistry (187)	0	0	0	0	0	0	0
BM in Music Education: Instrumental (191) *	10	0	0	1	10	1	10
BM in Music Educ: General-Vocal (192) *	15	0	0	1	7	1	7
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	1	1	100	0	0	1	100
BA in Adapted Physical Education (207)	6	1	17	0	0	1	17
BA in Teach Elemental K-3 (236)	10	3	30	1	10	4	40
BA in Teach Elemental 4-6 (237)	1	0	0	0	0	0	0
BA in Early Childhood: PreSchool Lvl. (243)	0	0	0	0	0	0	0
BA in Visual Arts: Teaching Art (254) *	3	0	0	0	0	0	0
BA in Education: School Health (267) ♦♦	0	0	0	0	0	0	0
Total/Graduation rate mean, Cohort 2010	72	10	13.9	5	6.9	15	20.8

☑- Update: March 20, 2017. Data sources: "SWBYAUTO" MAT0910T from 4 14 MAT1010F del 12 01 09.sav, Egresados 0405 to 1213 from 09 10 14, egre0809 to 1314 from 10 07 14, egre0910 al 1415 del 10 16 15.sav, mat1110F del 12 08 10.sav(Editado para la cohorte 2010 IPESDS establecido por Nicolas).sav

Institutional Office for Retention and Students Support, Vice Presidency for Academic and Student Affairs

- ★ - 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).

1.8 Retention rates

The Institutional Office for Student Retention prepared a report for the retention rates of TEP at the San Germán Campus in March, 2016. 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.

The criteria applied for analysis of retention and persistence rates are the following:

- Be a new student (freshmen/freshwomen) in the program for the fall period.
- Have enrolled in the fall period.
- Have twelve credits or more in the enrollment period (Fall).
- Retention Rate -Those students who began the program in the fall period and were enrolled in the following fall period at the same program.
- Retention Rate in Other Program of Education -Those students who began the program in the fall period and were enrolled in other education program for the following fall.
- Persistency of the Program -Those students who began the program in the fall period and were enrolled in the following fall period at any program of education. Is the sum of those students retained in the same program and retained in other programs of education.

Data are presented in Table 6. The retention rates were: 59.3% for Cohort 2013, 57.5% for Cohort 2014, and 58.7 for Cohort 2015 (Mean₂₀₁₃₋₂₀₁₄₋₂₀₁₅=58.4%, 97 of 166 students in three years).

Table 6

Retention Rates of TEP, Cohorts 2013, 2014 & 2015, San Germán Campus[□]

Programs/Majors in TEP	Cohort 2013	Program Retention	%	Retention in other program of education	%	Persistency of the Program	%
BA in Sec. Educ: Teach of Mathematics (128)	2	2	100	0	0	2	100

Programs/Majors in TEP	Cohort 2013	Program Retention	%	Retention in other program of education	%	Persistency of the Program	%
BA in Special Education (136)	4	3	75	0	0	3	75
BA in Sec. Educ: Teaching of History (144)	1	1	100	0	0	1	100
BA in Sec. Educ: Teaching of Spanish (145)	4	2	50	0	0	2	50
BA in Sec. Educ: Teach of English as 2nd Language (147)	10	6	60	1	10	7	70
BA in Sec. Educ: Teaching of Physical Education at Secondary (176)	3	1	33	0	0	1	33
BA in Elementary Educ: Teaching of Phys Educ at Elementary L (178)	1	0	0	0	0	0	0
BA in Sec. Educ: Teaching Of Chemistry (187)	1	0	0	1	100	1	100
BM in Music Education: Instrumental (191) *	14	7	50	1	7	8	57
BM in Music Education: General- Vocal (192) *	10	6	60	0	0	6	60
BA in Adapted Physical Education (207)	4	1	25	0	0	1	25
BA in Teach Elementary Primary Level K-3 (236)	7	6	86	0	0	6	86
BA in Early Childhood: Pre-School Level (243)	3	0	0	1	33	1	33
BA in Visual Arts: Art Education (254) *	2	0	0	0	0	0	0
Total/Retention rate mean, Cohort 2013	66	35	53	4	6.3	39	59.3

Programs/Majors in TEP	Cohort 2014	Program Retention	%	Retention in other program of education	%	Persistency of the Program	%
BA in Sec. Educ: Teach of Mathematics (128)	3	0	0	0	0	0	0
BA in Special Education (136)	3	2	67	0	0	2	67
BA in Sec. Educ:	1	1	100	0	0	1	100

Programs/Majors in TEP	Cohort 2014	Program Retention	%	Retention in other program of education	%	Persistency of the Program	%
Teaching of History (144)							
BA in Sec. Educ: Teaching of Spanish (145)	4	3	75	0	0	3	75
BA in Sec. Educ: Teach of English as 2nd Language (147)	2	2	100	0	0	2	100
BA in Sec. Educ: Teaching of Physical Education at Secondary (176)	6	3	50	0	0	3	50
BA in Elementary Educ: Teaching of Phys Educ at Elementary L (178)	4	1	25	0	0	1	25
BM in Music Education: Instrumental (191) *	9	5	56	3	33	8	89
BM in Music Education: General- Vocal (192) *	10	4	40	0	0	4	40
BA in Elementary Educ: Teach English as Second Language (206)	2	0	0	0	0	0	0
BA in Adapted Physical Education (207)	6	3	50	0	0	3	50
BA in Teach Elementary Primary Level K-3 (236)	3	3	100	0	0	3	100
BA in Teach Elementary Level 4-6 (237)	1	1	100	0	0	1	100
BA in Visual Arts: Art Education (254) *	0	0	0	0	0	0	0
Total/Retention rate mean, Cohort 2014	54	28	51.9	3	5.6	31	57.5

Programs/Majors in TEP	Cohort 2015	Program Retention	%	Retention in other program of education	%	Persistency of the Program	%
BA in Sec. Educ: Teach of Mathematics (128)	0	0	0	0	0	0	0
BA in Special Education	2	2	100	0	0	2	100

Programs/Majors in TEP	Cohort 2015	Program Retention	%	Retention in other program of education	%	Persistence of the Program	%
(136)							
BA in Sec. Educ: Teaching of History (144)	3	2	67	0	0	2	67
BA in Sec. Educ: Teaching of Spanish (145)	1	0	0	1	100	1	100
BA in Sec. Educ: Teach of English as 2nd Language (147)	0	0	0	0	0	0	0
BA in Sec. Educ: Teaching of Physical Education at Secondary (176)	3	1	33	0	0	1	33
BA in Elementary Educ: Teaching of Phys Educ at Elementary L (178)	0	0	0	0	0	0	0
BM in Music Education: Instrumental (191) *	18	7	39	2	11	9	50
BM in Music Education: General- Vocal (192) *	7	4	57	0	0	4	57
BA in Elementary Educ: Teach English as Second Language (206)	1	0	0	1	100	1	100
BA in Adapted Physical Education (207)	3	2	67	0	0	2	67
BA in Teach Elementary Primary Level K-3 (236)	1	1	100	0	0	1	100
BA in Teach Elementary Level 4-6 (237)	1	0	0	0	0	0	0
BA in Visual Arts: Art Education (254) *	6	2	33	2	33	4	67
Total/Retention rate mean, Cohort 2015	46	21	45.7	6	13.0	27	58.7

☑ - Report update: March 16, 2017. Data sources: "SWBYAUTO" 1410 from 01 07 14, SWBYAUTO 1510P from 10 17 14,mat1610T del 1 07 16(Total más reciente).sav(Editado para Cohorte 2015 BA IPEDS Oficial 3-Oct-16).sav. Institutional Office for Retention and Students Support , Vice Presidency for Academic and Student Affairs

*- Majors of the Academic Department of Fine Arts

2. Accomplishment of CAEP’s Accreditation Standards 1, 2, 3 and 4 with TEP’s Claims: Progress Report 2015-2016 for Teacher Education Program (TEP): Standards 1, 2, 3 and 4

The progress report for academic year 2015-2016 presents the evidences for the accomplishment of Accreditation Standards 1, 2, 3 and 4 of CAEP (2013).

2.1 Standard 1: Content and Pedagogical Knowledge

Evidence 1.1 Major (Specialization) Exams in PCMAS

Evidence 1.1 is related to the subject matter knowledge evaluation through the Teacher Certification Tests (PCMAS) in the Major exams (College Board, 2016). The measurement scale is 40 to 160 points. The passing scores for Major or Specialization knowledge are reported by College Board and are presented in Table 7. The reliability of PCMAS administered in 2016 for specialization (Cronbach’s alpha) were as follows: Spanish = 0.85 (Adequate); English = 0.83 (Adequate); Mathematics = 0.88 (Adequate); Science = 0.82 (Adequate); and Social Sciences/History = 0.87 (Adequate).

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 TEP’s majors evidenced bigger means than the passing scores in 2016, and their means were bigger than the statewide means in 2016 (99.2 vs. 97.4). On the other hand, the mean of TEP’s teacher candidates that took PCMAS in 2016 (99.2) was less than 2010, the base-line data (104.0).

Table 7

PCMAS Passing Scores (Raw Data): Subject matter Knowledge of Teacher Candidates (2010 to 2016)

Academic Years		PCMAS Passing Scores for Majors: Subject matter Knowledge					
		Spanish	English	Mathematics	Science	Social Studies	Mean
		Passing Scores (of 160)					
Passing scores between 2007-2015		93	98	88	94	96	93.8
Passing cores starting in 2016		85	80	80	80	85	82
2010 ^o	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
	TEP	101.7 (n=3)	113.4 (n=5)	101.8 (n=5)	102.8 (n=4)	104.0 (n=2)	104.7

Academic Years		PCMAS Passing Scores for Majors: Subject matter Knowledge					Mean
		Spanish	English	Mathematics	Science	Social Studies	
		Passing Scores (of 160)					
Passing scores between 2007-2015		93	98	88	94	96	93.8
Passing cores starting in 2016		85	80	80	80	85	82
2011	Statewide	103	103	96	105	101	101.6
	Difference TEP vs Statewide	-1.3	10.4	5.8	-2.2	3.0	3.1
2012	TEP	112.6 (n=7)	117.0 (n=2)	94.8 (n=5)	101.3 (n=3)	111.0 (n=2)	107.3
	Statewide	105 (N=114)	108 (N=415)	95 (N=106)	102 (N=138)	99 (N=167)	101.8
	Difference TEP vs Statewide	7.6	9.0	-0.2	-0.7	12.0	5.5
2013	TEP	N/A	123.5 (n=2)	100.4 (n=5)	119.0 (n=1)	100.0 (n=1)	110.7
	Statewide	100 (N=113)	106 (N=329)	105 (N=125)	106 (N=127)	101 (N=132)	103.6
	Difference TEP vs Statewide	N/A	17.5	-4.6	13.0	-1.0	7.1
2014	TEP	132.0 (n=1)	127.0 (n=3)	N/A	114.5 (n=2)	106.5 (n=2)	120.0
	Statewide	104 (N=98)	104 (N=298)	100 (N=86)	104 (N=102)	106 (N=139)	103.6
	Difference TEP vs Statewide	28.0	13.0	N/A	10.5	0.5	16.4
2015	TEP	105 (n=6)	125 (n=5)	98 (n=7)	112 (n=8)	122 (n=1)	112.4
	Statewide	105 (N=67)	109 (N=273)	106 (N=62)	110 (N=90)	105 (N=95)	107.0
	Difference TEP vs Statewide	0.0	16.0	-8.0	2.0	17.0	5.4
2016*	TEP	102 (n=4)	116 (n=11)	89 (n=5)	88 (4)	101 (n=3)	99.2
	Statewide	109 (N=62)	95 (N=241)	91 (N=50)	95 (N=76)	97 (N=63)	97.4

Academic Years	PCMAS Passing Scores for Majors: Subject matter Knowledge					
	Spanish	English	Mathematics	Science	Social Studies	Mean
	Passing Scores (of 160)					
Passing scores between 2007-2015	93	98	88	94	96	93.8
Passing cores starting in 2016	85	80	80	80	85	82
Difference TEP vs Statewide	-7	+21	-2	-7	+4	+1.8

⊙- Baseline data

* - College Board (2016)

N/A – Not applicable, No candidates

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

Evidence 1.2 is also related to subject matter knowledge evaluation through the *Single-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program*. This measurement calculates the portion of program completers who passed each assessment among all who took them (College Board, 2015-2016). For the specialization, data is presented as follows:

- Spanish: TEP = 100%; Statewide = 100%; Difference $_{TEP-Statewide} = 0\%$
- English: TEP = 100%; Statewide = 91%; Difference $_{TEP-Statewide} = +9\%$
- Mathematics: TEP = 100%; Statewide = 89%; Difference $_{TEP-Statewide} = +11\%$
- Science: TEP = N/A
- Social Studies: TEP = 67%; Statewide = 95%; Difference $_{TEP-Statewide} = -28\%$
- In general: TEP = 91.8%; Statewide = 93.8%; Difference $_{TEP-Statewide} = -2.0\%$.

In general, 91.8% of TEP's completers passed the assessments among all who took them. 93.5% of statewide completers passed the assessments. Spanish, English and Mathematics teacher candidates who took the exams performed better than statewide data. Social Studies teacher candidates performed worst.

Evidence 1.3 Aggregate Assessment Level Pass-Rate for Specialization (Subject matter Knowledge) in PCMAS

Evidence 1.3 is for subject matter knowledge through the *Aggregate-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program (Cohort Data)*. This report is submitted by College Board 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 8 is presented the aggregate-assessment level pass-rate for Specialization (Subject matter Knowledge). The aggregate pass-rate of TEP's teacher candidates of 2016 (93%) was greater than the Statewide

pass-rate mean (91%), but less than the TEP’s baseline data mean in 2010 (96%).

Table 8

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

Year of PCMAS Tests	Number of Students Taking Assessment	Number of Students Passing Assessment	Institution Pass Rate (TEP)	Statewide Pass Rate	Difference (TEP vs Statewide)
2010[Ⓞ]	23	22	96%	92%	4%
2011	19	17	89%	88%	1%
2012	19	18	95%	89%	6%
2013	9	7	78%	86%	-8%
2014	8	8	100%	88%	12%
2015	16	16	100%	91%	9%
2016*	14	13	93%	91%	2%

Ⓞ- Baseline data

* - College Board (2015-2016)

Evidence 1.4 Teacher Certification Standardized Tests (PCMAS) as reported by College Board of Puerto Rico: Pedagogical Knowledge

Evidence 1.4 is related to the pedagogical knowledge evaluation through the Teacher Certification Tests (PCMAS) in the Professional Competencies exams (College Board, 2016). The passing scores as reported by College Board are presented in Table 9. The reliability of PCMAS administered in 2016 for professional competencies or Pedagogical Knowledge (Cronbach’s alpha) was 0.89 (Adequate).

The professional competencies measured in PCMAS for the elementary level include all teacher candidates of the majors PK, K-3, 4th-6th, Elementary Teaching English as a Second Language, 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 2016 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: 101.0 vs. 89.0; Secondary: 107.7 vs. 87.0/89.0). Their performance was smaller than the statewide population performance at the Elementary level (101.0 vs. 102.2), and bigger than Statewide at the Secondary level (107.7 vs. 105.2). On the other hand, the performance of teacher candidates in 2016 was lower than baseline year (2010) at the elementary level (103.0 vs 109.0) and bigger than baseline year at the secondary level (107.7 vs 103.0).

Table 9

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 (2010-2016)

Year	TEP's Teacher Candidates		Statewide Population		Difference of Means (TEP vs Statewide)
	N	Mean (of 160)	N	Mean (of 160)	
Elementary Level					
2010 [Ⓞ]	83	109.0	1,815	106.0	3.0
2011	68	101.0	1,737	103.0	-2.0
2012	69	103.0	1,759	104.0	-1.0
2013	55	100.0	1,507	101.0	-1.0
2014	65	101.0	1,367	103.0	-2.0
2015	29	98.0	974	101.0	-3.0
2016*	36	103.0	968	101.0	2.0
Mean (2011 to 2016)		101.0		102.2	-1.2
Passing scores between 2007-2015		89.0		89.0	
Passing scores starting in 2016		89.0		89.0	
Secondary Level					
2010 [Ⓞ]	109	103.0	1,458	105.0	-2.0
2011	57	103.0	1,111	101.0	2.0
2012	58	107.0	1,047	107.0	0.0
2013	44	106.0	930	102.0	4.0
2014	51	105.0	840	105.0	0.0
2015	32	110.0	681	107.0	3.0
2016*	32	115.0	526	109.0	6.0
Mean (2011 to 2015)		107.7		105.2	2.5
Passing scores between 2007-2015		87.0		87.0	
Passing scores starting in 2016		89.0		89.0	

Ⓞ- Base-line data

* - College Board (2015-2016)

**Evidence 1.5 Single-Assessment Level Pass-Rate for Professional Competencies
(Pedagogical Knowledge) in PCMAS**

Evidence 1.5 is related to the pedagogical knowledge evaluation through the *Single-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program*. This measurement calculates the portion of program completers who passed each assessment among all who took them (College Board, 2015-2016). For the Pedagogical Knowledge, data is presented as follows:

- PCMAS Elementary: TEP = 90%; Statewide = 88%; Difference $_{TEP-Statewide} = +2\%$
- PCMAS Secondary: TEP = 100%; Statewide = 93%; Difference $_{TEP-Statewide} = +7\%$

In general, 95% of TEP’s candidates passed the assessments among all who took them. 90.5% of statewide completers passed the assessments.

**Evidence 1.6 Aggregate Assessment Level Pass-Rate for Professional Competencies
(Pedagogical Knowledge) in PCMAS**

Evidence 1.6 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. 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 10 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 10

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[Ⓞ]	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 1.7 Evaluation of Teacher Candidates by Cooperating Teachers and by University Supervisors

Evidence 1.7 is from the evaluation of Teachers Candidates by Cooperating Teachers and University Supervisor or TEP’s candidates in the final clinical course, with rubrics *TEP Evaluation instrument by Cooperative Teacher* and *TEP Evaluation instrument by University Supervisor*. They have a Likert type scale. These instruments evaluate content and pedagogical knowledge of candidates in the final clinical course. They were new and applied for pilot testing during January to May, 2016. Both instruments were reliable (Cronbach’s alpha, $\alpha = 0.9102$ or High, for Cooperative Teachers instrument, and $\alpha = 0.9955$ or High for University Supervisors instrument¹). Evaluation data is presented in Table 11.

The teacher candidates (May, 2016) were evaluated by their Cooperative Teachers and University Supervisors as "Excellent" in their Content and Pedagogical Knowledge (Mean_{Cooperative Teachers}= 4.82, Mean_{University Supervisors}= 4.69). Their evaluations were homogeneous (Standard Deviation_{Cooperative Teachers}= 0.24, Standard Deviation_{University Supervisors}= 0.40). The evaluation of Cooperative Teachers and University Supervisors had a positive average correlation and significant statistical differences.

Table 11

Evaluation of Teacher Candidates by Cooperating Teachers and University Supervisors: Subject matter and Pedagogical Knowledge (May 2016)

Major	N	Cooperative Teachers		University Supervisors		Δ Mean TEA-SUP
		Mean	SD	Mean	SD	
MASTERY OF THE SUBJECT BEING TAUGHT: PRACTICAL AND THEORETICAL KNOWLEDGE						
PK	2	4.95	0.16	4.65	0.58	
K-3	5	4.98	0.06	4.70	0.44	
TESL Elementary	1	4.60	0.52	4.50	0.53	
TESL Secondary	8	4.84	0.25	4.73	0.41	
Physical Ed Elementary	2	4.79	0.43	4.55	0.52	
Adapted Physical Ed	2	5.00	0.00	4.80	0.42	
Biology	1	5.00	0.00	5.00	0.00	
Mathematics	1	5.00	0.00	4.80	0.42	
Spanish	1	5.00	0.00	4.50	0.53	
Social Studies	1	4.80	0.42	4.80	0.42	
History	1	4.80	0.42	5.00	0.00	
4th-6th	2	4.75	0.45	4.50	0.65	
Health Sciences	1	5.00	0.00	5.00	0.00	
Art Education (Visual)	1	5.00	0.00	4.90	0.32	
Music Ed-Vocal	5	4.94	0.15	4.93	0.18	

¹ *Reliability Calculator* created by Del Siegle (del.siegle@uconn.edu) for EPSY 5601. Retrieved from <http://researchbasics.education.uconn.edu/excel-spreadsheet-to-calculate-instrument-reliability-estimates/>

Major	N	Cooperative Teachers		University Supervisors		Δ_{Mean} TEA-SUP
		Mean	SD	Mean	SD	
Music Ed-Instrumental	5	4.70	0.23	4.68	0.17	
Total/Mean	39	4.88	0.19	4.75	0.35	
Interpretation		Excellent	Homogeneous	Excellent	Homogeneous	
PEDAGOGICAL KNOWLEDGE AND SKILLS: PLANNING, TEACHING AND ASSESSMENT						
PK	2	4.78	0.38	4.63	0.50	
K-3	5	5.63	2.50	4.75	0.41	
TESL Elementary	1	4.94	0.25	4.56	0.51	
TESL Secondary	8	4.57	0.29	4.52	0.37	
Physical Ed Elementary	2	4.69	0.47	4.56	0.51	
Adapted Physical Ed	2	5.00	0.00	4.81	0.41	
Biology	1	5.00	0.00	5.00	0.00	
Mathematics	1	4.94	0.25	4.94	0.25	
Spanish	1	5.00	0.00	4.56	0.51	
Social Studies	1	4.56	0.51	4.81	0.40	
History	1	4.69	0.48	4.81	0.40	
4th-6th	2	4.63	0.50	4.16	0.50	
Health Sciences	1	5.00	0.00	5.00	0.00	
Art Education (Visual)	1	4.94	0.25	4.56	0.51	
Music Ed-Vocal	5	4.91	0.17	4.94	0.21	
Music Ed-Instrumental	5	4.69	0.29	4.29	0.66	
Total/Mean	39	4.87	0.40	4.68	0.38	
Interpretation		Excellent	Homogeneous	Excellent	Homogeneous	
USE OF TECHNOLOGY						
PK	2	4.75	0.46	4.83	0.26	
K-3	5	5.00	0.00	4.80	0.22	
TESL Elementary	1	5.00	0.00	4.50	0.55	
TESL Secondary	8	4.65	0.22	4.63	0.44	
Physical Ed Elementary	2	4.33	0.26	4.67	0.48	
Adapted Physical Ed	2	4.00	1.10	4.83	0.41	
Biology	1	5.00	0.00	5.00	0.00	
Mathematics	1	5.00	0.00	5.00	0.00	
Spanish	1	5.00	0.00	4.50	0.55	
Social Studies	1	4.83	0.41	4.83	0.41	
History	1	4.83	0.41	5.00	0.00	
4th-6th	2	4.67	0.48	4.75	0.46	
Health Sciences	1	5.00	0.00	5.00	0.00	
Art Education (Visual)	1	5.00	0.00	4.83	0.41	
Music Ed-Vocal	5	4.87	0.21	4.96	0.10	
Music Ed-Instrumental	5	4.67	0.40	4.83	0.18	
Total/Mean	39	4.79	0.25	4.81	0.28	

Major	N	Cooperative Teachers		University Supervisors		Δ_{Mean} TEA-SUP
		Mean	SD	Mean	SD	
Interpretation		Excellent	Homogeneous	Excellent	Homogeneous	
CLASSROOM MANANGEMENT						
PK	2	4.93	0.19	4.93	0.19	
K-3	5	4.91	0.17	4.77	0.36	
TESL Elementary	1	5.00	0.00	4.43	0.53	
TESL Secondary	8	4.73	0.13	4.86	0.23	
Physical Ed Elementary	2	4.86	0.24	4.79	0.43	
Adapted Physical Ed	2	4.93	0.19	5.00	0.00	
Biology	1	5.00	0.00	5.00	0.00	
Mathematics	1	5.00	0.00	5.00	0.00	
Spanish	1	4.86	0.38	4.43	0.53	
Social Studies	1	4.57	0.53	4.43	0.53	
History	1	4.86	0.38	4.71	0.76	
4th-6th	2	5.00	0.00	4.36	0.65	
Health Sciences	1	5.00	0.00	5.00	0.00	
Art Education (Visual)	1	5.00	0.00	4.57	0.53	
Music Ed-Vocal	5	4.94	0.10	4.82	0.41	
Music Ed-Instrumental	5	4.83	0.17	4.69	0.25	
Total/Mean	39	4.90	0.16	4.74	0.34	
Interpretation		Excellent	Homogeneous	Excellent	Homogeneous	
ATTENTION TO DIVERSITY						
PK	2	4.50	0.48	4.55	0.52	
K-3	5	5.00	0.00	4.80	0.40	
TESL Elementary	1	5.00	0.00	4.70	0.48	
TESL Secondary	8	4.73	0.26	4.51	0.29	
Physical Ed Elementary	2	4.55	0.52	4.50	0.53	
Adapted Physical Ed	2	4.80	0.63	4.75	0.45	
Biology	1	5.00	0.00	5.00	0.00	
Mathematics	1	5.00	0.00	4.90	0.32	
Spanish	1	5.00	0.00	4.70	0.48	
Social Studies	1	4.80	0.42	4.30	0.48	
History	1	4.40	0.52	4.90	0.32	
4th-6th	2	4.70	0.48	4.60	0.60	
Health Sciences	1	5.00	0.00	5.00	0.00	
Art Education (Visual)	1	5.00	0.00	4.80	0.42	
Music Ed-Vocal	5	4.90	0.18	4.93	0.12	
Music Ed-Instrumental	5	4.66	0.37	4.76	0.16	
Total/Mean	39	Excellent	Homogeneous	Excellent	Homogeneous	
Interpretation		Superior	Homogeneous	Superior	Homogeneous	

Major	N	Cooperative Teachers		University Supervisors		Δ_{Mean} TEA-SUP
		Mean	SD	Mean	SD	
DISPOSITIONS AND COMMITMENT TO THE PROFESSION AND THEIR STUDENTS						
PK	2	4.85	0.37	5.00	0.00	
K-3	5	4.96	0.13	4.84	0.32	
TESL Elementary	1	5.00	0.00	4.70	0.48	
TESL Secondary	8	4.89	0.14	4.83	0.21	
Physical Ed Elementary	2	4.85	0.37	4.70	0.48	
Adapted Physical Ed	2	4.95	0.16	5.00	0.00	
Biology	1	5.00	0.00	5.00	0.00	
Mathematics	1	5.00	0.00	5.00	0.00	
Spanish	1	5.00	0.00	4.70	0.48	
Social Studies	1	4.50	0.71	5.00	0.00	
History	1	5.00	0.00	4.90	0.32	
4th-6th	2	4.70	0.47	4.80	0.40	
Health Sciences	1	5.00	0.00	5.00	0.00	
Art Education (Visual)	1	5.00	0.00	4.60	0.52	
Music Ed-Vocal	5	3.98	0.06	5.00	0.00	
Music Ed-Instrumental	5	4.84	0.20	4.88	0.25	
Total/Mean	39	4.84	0.16	4.87	0.22	
Interpretation		Excellent	Homogeneous	Excellent	Homogeneous	
COMPETENCIES IN REFLECTIVE THINKING AND RESEARCH						
PK	2	5.00	0.00	5.00	0.00	
K-3	5	5.00	0.00	5.00	0.00	
TESL Elementary	1	5.00	0.00	5.00	0.00	
TESL Secondary	8	4.75	0.19	4.65	0.34	
Physical Ed Elementary	2	4.80	0.45	4.60	0.55	
Adapted Physical Ed	2	4.40	0.82	4.90	0.22	
Biology	1	5.00	0.00	5.00	0.00	
Mathematics	1	5.00	0.00	5.00	0.00	
Spanish	1	5.00	0.00	0.00	0.00	
Social Studies	1	4.60	0.55	4.60	0.55	
History	1	4.60	0.55	5.00	0.00	
4th-6th	2	4.80	0.45	4.30	0.50	
Health Sciences	1	5.00	0.00	5.00	0.00	
Art Education (Visual)	1	5.00	0.00	4.60	0.55	
Music Ed-Vocal	5	4.92	0.18	5.00	0.00	
Music Ed-Instrumental	5	4.84	0.09	4.80	0.00	
Total/Mean	39	4.86	0.20	4.53	0.17	
Interpretation		Excellent	Homogeneous	Excellent	Homogeneous	
In general	39	4.82 (96.4%)	0.24	4.69 (93.8%)	0.40	+0.13 (+2.6%)

Major	N	Cooperative Teachers		University Supervisors		$\Delta_{\text{Mean TEA-SUP}}$
		Mean	SD	Mean	SD	
Interpretation		Excellent	Homogeneous	Excellent	Homogeneous	
Pearson r		0.597 Positive average correlation				
t Test (p<0.05)		0.007 (Significant statistical differences)				

Likert type scale: 5 = Excellent; 4 = Good; 3 = Satisfactory; 2 = Deficient; 1 = Poor

On the other hand, prior evaluations of TEP's teacher candidates in clinical courses EDUC 4013 and ARED 4013 were calculated by 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 93.24% ("A", Superior academic achievement), and by their Cooperating Teachers with 94.402% ("A", Superior academic achievement). Their evaluations were heterogeneous (Standard Deviation_{Cooperative Teachers}= 4.42, Standard Deviation_{University Supervisors}= 3.43). The evaluation of Cooperative Teachers and University Supervisors had a positive adequate correlation and significant statistical differences. Data is presented in Table 12.

Table 12

Final average allotted of TEP's Teacher Candidates by University Supervisors and Cooperating Teachers (December 2012 to December 2015)

Semester	N	SUP		TEA		$\Delta_{\text{mean SUP-TEA}}$	Pearson r	t Test
		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		
May 2015	24	90.28	7.61	92.6	4.28	-2.32		
Dec 2015	17	93.28	5.86	93.58	5.04	-0.3		
In general	125	93.24	4.42	94.40	3.43	-1.16	0.752	0.007
Interpretation		Superior	Heterogeneous	Superior	Heterogeneous		Positive, Adequate	Significant statistical differences

SUP = University Supervisor, TEA = Cooperating Teacher, He = Heterogeneous

Summary of evidences for Standard 1 Content and Pedagogical Knowledge

The summary of the evaluation of Standard 1 *Content and Pedagogical Knowledge* is in Table 13. All assessments evidenced an accomplishment of this Standard (7 of 7 assessments, 100.00%).

Table 13

Assessments' Summary for Standard 1

Assessments for Standard 1	Mean	Interpretation
1.1 PCMAS: Pass scores of Majors	Passing score mean: 93.8/82.0 Expected point average: equal or above cut-scores TEP vs Statewide: 2010 ^o = 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 2016 = 99.2/97.4	All majors evidenced bigger means than passing cut-scores, expected point average and statewide means. (Accomplished)
1.2 PCMAS: Single-Assessment Pass-Rate for Specialization (2016)	Passing score mean: 93.8/82.0 Expected point average: equal or above cut-scores TEP vs Statewide: 91.8/93.8	Majors evidenced bigger means than passing cut-score, and expected point average, but less than statewide mean.
1.3 PCMAS: Aggregate-Assessment Level Pass-Rate for Specialization	Passing score mean: 93.8/82.0 Expected point average: equal or above cut-scores %TEP vs %Statewide: 2010 ^o = 96/92; 2011 = 89/88 2012 = 95/89; 2013 = 78/86 2014 = 100/88; 2015 = 100/91 2016 = 93/91	Aggregate-Assessment Level Pass-Rate mean of TEP's was bigger than passing cut-scores, expected point average and statewide means. (Accomplished)

Assessments for Standard 1	Mean	Interpretation
1.4 PCMAS: Pedagogical Knowledge (Professional Competences)	<p>Passing scores: Elementary = 89/89 Secondary = 87/89 Expected point average: equal or above cut-scores</p> <p>TEP vs Statewide Elementary: 2010^o = 109/106; 2011 = 101/103 2012 = 103/104; 2013 = 100/101 2014 = 101/103; 2015 = 98/101 2016 = 103/101 In general: 101.0/102.2</p> <p>TEP vs Statewide Secondary: 2010^o = 103/105; 2011 = 103/101 2012 = 107/107; 2013 = 106/102 2014 = 105/105; 2015 = 110/107 2016 = 115/109 In general: 107.7/105.2</p>	<p>Teacher candidates evidenced bigger means than the passing scores, and expected point average in both school levels, but only bigger means than statewide means at Secondary level. (Accomplished)</p>
1.5 Single-Assessment Level Pass-Rate for Professional Competencies (2016)	<p>Passing scores: Elementary = 89/89 Secondary = 87/89 Expected point average: equal or above cut-scores</p> <p>TEP vs Statewide: Elementary 90/100 Secondary 88/93 In general 95% of TEP's candidates passed the assessments among all who took them. 90.5% of statewide completers passed the assessments.</p>	<p>Teacher candidates evidenced bigger means than the passing scores, and expected point average in both school levels, but smaller means than statewide. In general, more TEP's candidates passed the assessment among all who tool them than statewide completers. means (Accomplished)</p>

Assessments for Standard 1	Mean	Interpretation
1.6 Aggregate-Assessment Level Pass- Rate Data for Professional Competencies (Pedagogical Knowledge)	Passing scores: Elementary = 89/89 Secondary = 87/89 Expected point average: equal or above cut-scores %TEP vs %Statewide: 2010 ^o = 90/91 2011 = 93/91; 2012 = 97/93 2013 = 88/88; 2014 = 92%/92% 2015 = 98/89; 2016 = 98/89	Teacher candidates evidenced bigger percentages means than passing scores, expected point average statewide percentages means. (Accomplished)
1.7 Evaluation of Teacher Candidates by Cooperative Teachers and University Supervisors	Expected point average: 80% or above University Supervisor vs Cooperative Teacher: Dec, 2012 ^o = 95.2%/95.9% May, 2013 = 93.4%/95.2% Dec, 2013 = 93.8%/94.4% May, 2014 = 93.5%/94.6% May, 2015 = 90.3%/92.6% Dec, 2015 = 93.3%/93.6% May, 2016 = 96.4%/93.8% In general: 93.2%/94.4%	Teacher candidates evidenced bigger percentages means than expected point average. (Accomplished)

o - Base-line data

2.2 Standard 2: Clinical Partnerships and Practice

2.1 Evaluation of Teacher Candidates' Portfolio

Evidence 2.1 is for the pedagogic knowledge through the evaluation of teacher candidates' portfolios in the final clinical experience course. In January to May, 2016 a new instrument was developed and administered for pilot testing. The instrument was reliable (Cronbach's alpha, $\alpha = 0.6674$, Regular²). Evaluation data is presented in Table 14.

As observed in Table 13, the performance of the teacher candidates in pedagogic knowledge through portfolios evaluation evaluated was "Good" (3.80 in a 4.00 points scale). The standard deviation indicate homogeneous answers or agreement in the item related to subject-matter knowledge (SD=0.39).

² *Reliability Calculator* created by Del Siegle (del.siegle@uconn.edu) for EPSY 5601. Retrieved from <http://researchbasics.education.uconn.edu/excel-spreadsheet-to-calculate-instrument-reliability-estimates/>

Table 14

Portfolio Rubric of Teacher Candidates: Pedagogic Knowledge (May 2016)

Major	N		1	2	3a	3b	3c	3d	4	5	6	7	8	In general
PK	2	Mean	4.00	4.00	4.00	3.50	4.00	4.00	3.50	4.00	4.00	4.00	3.50	3.86
		SD												
K-3	5	Mean	4.00	3.60	4.00	3.60	3.60	3.80	4.00	4.00	3.40	3.00	3.60	3.69
		SD												
TESL Elementary	1	Mean	4.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.64
		SD												
TESL Secondary	8	Mean	3.88	4.00	3.88	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.13	3.99
		SD												
Physical Ed Elementary	2	Mean	4.00	3.00	4.00	3.50	3.50	3.00	4.00	3.50	3.00	3.00	3.00	3.41
		SD												
Adapted Physical Ed	2	Mean	4.00	4.00	3.50	4.00	4.00	4.00	4.00	4.00	4.00	3.50	4.00	3.91
		SD												
Biology	1	Mean	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.82
		SD												
Mathematics	1	Mean	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.91
		SD												
Spanish	1	Mean	4.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	3.64
		SD												
Social Studies	1	Mean	4.00	3.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00	4.00	3.64
		SD												
History	1	Mean	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	3.91
		SD												
4th-6th	2	Mean	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.50	4.00	3.95
		SD												
Health Sciences	1	Mean	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
		SD												

Major	N		1	2	3a	3b	3c	3d	4	5	6	7	8	In general
Art Education (Visual)	1	Mean	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.82
		SD												0.89
Total/Mean	29	Mean	3.99	3.61	3.88	3.76	3.79	3.77	3.96	3.96	3.81	3.50	3.73	3.80
		SD												0.39

Items:

- 1 = Self-presentation
- 2 = Conceptual understanding (essay)
- 3a = Planning: Daily plans for two units
- 3b = Planning: Use of technology with evidences
- 3c = Teaching methods and techniques
- 3d = Three assessment techniques with evidences
- 4 = Reflections about the practice: Two
- 5 = Professional development: Two activities
- 6 = Grammar
- 7 = Technical language
- 8 = Coherence

Evaluation scale:

- 5 = Excellent (90-100% of all tasks with minimum help)
- 4 = Good (80-89% of all tasks with some help)
- 3 = Satisfactory (70-79% of all tasks with enough help)
- 2 = Deficient (60-69% of all tasks with a lot of help)
- 1 = Poor (0-59% of all tasks with too much help)

On the other hand, and from December, 2012 to May, 2015, data was collected with a former instrument for EDUC 4913 and ARED 4913. Data of this type of evaluation are included in Table 13. 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 15, the performance of the teacher candidates in pedagogic knowledge (2012 to 2015) was graded as superior academic achievement (3.62 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 15

Portfolio Rubric of Teacher Candidates: Pedagogic Knowledge (December 2012 to December 2015)

Item	N	Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General	Grade	Interpretation
		14	26	9	35	15	24	17	140		
I.2 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.	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 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.	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 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).	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 In daily lessons plans shows integration of knowledge of his/her academic discipline and other disciplines of the curriculum (curriculum integration).	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

Item	N	Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General	Grade	Interpretation
		14	26	9	35	15	24	17	140		
II.a.3 The daily plans include different methods/techniques of teaching and Assessment that promote learning with understanding of his/her specialty.	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
II.a.4 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.	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.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

Item	N	Dec 2012	May 2013	Dec 2013	May 2014	Dec 2014	May 2015	Dec 2015	In General	Grade	Interpretation
		14	26	9	35	15	24	17	140		
II.c.3 For each Assessment selected, explains how he/she used the information to improve his/her educational practices.	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
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
In General	MEAN	3.60	3.61	3.76	3.61	3.48	3.52	3.78	3.62	A	Superior
	SD	0.43	0.52	0.47	0.41	0.72	0.69	0.41	0.52		Homogeneous

Standard scale (IAUPR, 2017): 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 2.2 Impact of Teacher Candidates: Action-Research in the Classroom

From January to May 2016, Teacher Candidates implemented an Action-Research in their classrooms through an academic project. The purpose of this academic project was to measure the level and profoundness of the Teacher Candidate's impact on their students' learning during their teaching practice (impact). The action-research project has two phases.

In Phase I, Teacher Candidate must:

1. Identify a skill within a unit that their students must develop or polish and establish reasons why this project must be done.
2. Write a literature review using studies from 2005 to present on the skills presented in your project to ensure you master the teaching methodologies of the skills pertinent to your project.
3. Develop a diagnostic test to measure the students' initial level of the skill (pre-test) and administer a posttest to demonstrate the impact of your academic project with your students.
4. Create various activities to improve your students' achievement in the skill chosen. These activities should include, but not limited to, practice exercises to improve your students' level in that particular skill.
5. Obtain students' reflections during the beginning (expectations), in the middle (formative process), and at the end (fulfillment of expectations) regarding the teaching-learning process.

In Phase II, Teacher Candidate must:

1. Administer and clarify the pre-test and post-test, the practice exercises, and corresponding assessments to demonstrate if learning occurred and if students' improved that skill.
2. Write three (3) reflections as well as your students and express project expectations, in beginning, middle, and end (fulfillment of expectations).
3. Collect data in a scientific manner as taught in Research in the Classroom (EDUC 4012) and apply acquired knowledge.
4. Calculate the data (grades, averages, standard deviations, and corresponding assessments, pre and posttests) analyze in narrative form.
5. Present the post-test results to arrive at logical and coherent conclusions about the study being done. The analysis must include aspects that were effective and those that need improvement. Continue future investigations in the classroom.
6. Present the Final Impact Project Report with all the evidence aforementioned, hand in to practice supervisor, who will evaluate Project based on the established criteria in Evaluation Instrument for Academic Project.
7. Include in final report evidence, such as, attendance form, agendas, evaluations of activities, photos and other documents.

The evaluation of the Academic Project was based on the phases mentioned. A rubric was designed for this purpose. The instrument was reliable (Cronbach's alpha, $\alpha = 0.7802$, Adequate³). Table 16 presents the evaluation of the teacher candidates' action-research in their classrooms.

As it can be observed in Table 15, the teacher candidates obtained an evaluation of "Superior" (3.79 of a 4 points scale) in Part I and in Part II (3.83 of a 4 points scale), and in general (3.82 in a 4 points scale). Their evaluations were homogeneous ($SD_{\text{Part I}} = 0.18$, $SD_{\text{Part II}} = 0.31$; $SD_{\text{In general}} = 0.45$). The differences between evaluations of Part I and II were not statistically significant, unless the mean of Part II was bigger (3.83 vs 3.79).

Table 16

Evaluation of the Academic Project (Action-Research in the Classroom) implemented by Teacher Candidates (May, 2016)

Major	N	Part I	Part II	Total	Interpretation
		Mean	Mean	Mean	
PK	2	3.83	3.79	3.81	Superior
K-3	5	3.79	4.09	3.92	Superior
Eng Elem	1	3.50	4.00	3.92	Superior
Eng Sec	6	3.89	3.82	3.82	Superior
Ph Ed Elem	2	3.58	3.71	3.81	Superior
Adapted	2	3.83	3.64	3.73	Superior
Biology	1	4.00	4.00	4.00	Superior
Math	1	3.83	3.86	3.85	Superior
Spanish	1	3.50	3.71	3.62	Superior
Soc Stud	1	3.83	3.29	3.54	Superior
History	1	3.83	4.00	3.92	Superior
4th-6th	2	3.75	3.71	3.58	Superior
Health	1	4.00	4.00	4.00	Superior
Art Ed	1	3.83	4.00	3.92	Superior
Total/Mean	27	3.79	3.83	3.82	Superior
SD		0.18	0.31	0.45	Homogeneous
T test, one tail paired (p<0.05)		0.147			

Scale: 4 = Develops the established criteria in an outstanding way. (Superior academic achievement)

3 = Develops the 75% of the established criteria. (Above average)

2 = Develops the 60% of the established criteria. (Average)

1 = Develops a 50% of the established criteria. (Deficiency in academic achievement)

³ *Reliability Calculator* created by Del Siegle (del.siegle@uconn.edu) for EPSY 5601. Retrieved from <http://researchbasics.education.uconn.edu/excel-spreadsheet-to-calculate-instrument-reliability-estimates/>

Evidence 2.3 Evaluation of Teacher Candidates by their Students (Impact)

Evidence 2.3 includes data of teacher candidates' content and pedagogical knowledge from the evaluation of Teacher Candidates by their students. Questionnaires with Likert type scale were developed for PK, K-3rd and 4th-12th grades. The students expressed their perception of the performance of their teacher candidate in the final clinical course. The questionnaires were reliable (PK Cronbach's alpha, $\alpha = 0.7894$, Adequate⁴; K-3 Cronbach's alpha, $\alpha = 0.6864$, Regular; and 4th-12th Cronbach's alpha, $\alpha = 0.6631$, Regular). Data is presented in Table 17.

The students of the teacher candidates evaluated agreed with the adequacy of their pedagogical knowledge. Their answers were homogeneous. Findings were:

- Prekindergarten = 1.96 of a 2 points scale (Agree) in May 2016 (SD = 0.24), and 1.99 (SD=0.05) in general.
- Kindergarten to third grade = 1.86 of a 2 points scale (Agree) in May 2016 (SD = 0.42), and 1.93 (SD = 0.09) in general.
- Fourth grade to twelfth grade = 0.92 of 2 points scale (Sometimes) in May 2016, and 1.77 (SD = 0.07) in general.

⁴ *Reliability Calculator* created by Del Siegle (del.siegle@uconn.edu) for EPSY 5601. Retrieved from <http://researchbasics.education.uconn.edu/excel-spreadsheet-to-calculate-instrument-reliability-estimates/>

Table 17

Survey to Students of Teacher Candidates: Pedagogical Knowledge

Item	Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		May 2016		In General	
		M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I
PK																			
		N=0		N=0		N=10		N=0		N= 15		N= 13		N= 25		N =144		N=207	
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	1.98	Y	1.94	Y
2	The teacher pays attention to me and invites to participate and play in class; he/she listens to me.	N/A		N/A		N/A		N/A		2.00	Y	2.00	Y	2.00	Y	1.94	Y	1.99	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	1.93	Y	1.99	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	1.98	Y	1.94	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	1.94	Y	1.99	Y
6	The teacher corrects and disciplines us with love.	N/A		N/A		N/A		N/A		2.00	Y	2.00	Y	2.00	Y	1.99	Y	2.00	Y
7	The teacher is a good person.	N/A		N/A		N/A		N/A		2.00	Y	2.00	Y	2.00	Y	1.94	Y	1.99	Y
	Mean	N/A		N/A		2.00	Y	N/A		2.00	Y	2.00	Y	2.00	Y	1.96	Y	1.99	Y
	SD	N/A		N/A		0.00	H	N/A		0.00	H	0.00	H	0.00	H	0.24	H	0.05	H

Item	Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		May 2016		In General	
		M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I
K-3																			
		N=53		N=142		N=14		N=154		N= 135		N= 63		N= 61		N =143		N=765	
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	1.85	Y	1.92	Y
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	1.71	Y	1.91	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	1.82	Y	1.94	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	1.89	Y	1.96	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	1.82	Y	1.93	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	1.90	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	1.89	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	1.89	Y	1.94	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	1.90	Y	1.89	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	1.92	Y	1.98	Y
	Mean	1.99	Y	2.00	Y	2.00	Y	1.92	Y	1.86	Y	1.83	Y	1.95	Y	1.86	Y	1.93	Y
	SD	0.02	Ho	0.00	Ho	0.00	Ho	0.06	H	0.06	H	0.09	H	0.03	H	0.42	H	0.09	H

Item	Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		May 2016		In General	
		M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I
4th-12th																			
		N=142		N=363		N=117		N=398		N= 122		N= 307		N= 63		N =440		N=1,952	
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	0.99		1.81	Y
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	0.97		1.80	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	0.95		1.78	Y
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	0.99		1.78	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	0.96		1.78	Y
6	He/She respects the different ways of being and the habits of their students.	1.95	Y	1.95	Y	1.94	Y	1.97	Y	1.68	Y	1.90	Y	2.00	Y	0.97		1.80	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	0.92		1.78	Y
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	0.98		1.79	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	0.97		1.73	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	0.97		1.78	Y

Item	Item	Dec 2012		May 2013		Dec 2013		May 2014		Dec 2014		May 2015		Dec 2015		May 2016		In General	
		M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I
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	0.92	S	1.76	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	0.95	S	1.75	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	0.97	S	1.81	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	0.96	S	1.77	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	0.97	S	1.80	Y
16	He/She provides opportunities to discuss issues relevant to the lives of their students and with their values.	1.94	Y	1.97	Y	1.97	Y	1.95	Y	1.66	Y	1.84	Y	1.98	Y	0.97	S	1.79	Y
	Mean	1.94	Y	1.89	Y	1.96	Y	1.92	Y	1.69	Y	1.85	Y	1.98	Y	0.92	S	1.77	Y
	SD	0.04	H	0.06	H	0.03	H	0.04	H	0.02	H	0.07	H	0.01	H	0.26	H	0.07	H

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

Summary of evidences for Standard 2 Clinical Partnerships and Practice

The summary of the evaluation of Standard 2 *Clinical Partnerships and Practice* is in Table 18. All assessments evidenced an accomplishment of this Standard (3 of 3 assessments, 100.00%).

Table 18

Assessments' Summary for Standard 2

Assessments for Standard 2	Mean	Interpretation
2.1 Evaluation of Teacher Candidates' Portfolio	<p>Expected point average: 2.50 (80%) or above</p> <p>Baseline data: 2010[⊙] = 3.80 "A"</p> <p>Dec, 2012 = 3.60 "A" May, 2013 = 3.61 "A" Dec, 2013 = 3.76 "A" May, 2014 = 3.61 "A" Dec, 2014 = 3.48 "B" May, 2015 = 3.52 "A" Dec, 2015 = 3.78 "A" May, 2016 = 3.80 "A" In general = 3.52 "A"</p>	<p>Grades were bigger than expected passing grade for TEP. (Accomplished)</p>
2.2 Impact of Teacher Candidates: Action-Research in the Classroom (Academic Project)	<p>Expected point average: 80% or above</p> <p>2016: 3.82 (95.5%), "A", Superior</p>	<p>Grades were bigger the expected passing grade for TEP. (Accomplished)</p>
2.3 Evaluation of Teacher Candidates by their Students (Impact)	<p>Expected point average: 1.50 ("Yes") or above</p> <p>PK/K-3/4th-12th: Dec, 2012[⊙] = N/A/1.99/1.94 May, 2013 = N/A/2.00/1.89 Dec, 2013 = 2.00/2.00/1.96 May, 2014 = N/A/1.92/1.92 Dec, 2014 = 2.00/1.86/1.69 May, 2015 = 2.00/1.83/1.85 Dec, 2015 = 2.00/1.95/1.98 May, 2016 = 1.96/1.86/0.92 In general: 1.99/1.93/1.77 "Yes"</p>	<p>Evaluation of Teacher Candidates by their students was bigger than the expected point average in general. (Accomplished)</p>

⊙ - Base-line data

⊙ N/A - Not applicable, was not evaluated

2.3 Standard 3: Candidate Quality, Recruitment, and Selectivity

Evidence 3.1 Departmental final exams in EDUC core courses

Evidence 3.1 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 19 shows the final scores for eight semesters. All departmental final exams were reliable.⁵⁵ In general, the core courses evidenced an average academic achievement (mean of 71.2 or “C”). The expected point average is 80% or above. 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 academic year 2016-2017 in order to revise the exams self-study data collection for the next accreditation cycle.

Table 19

Departmental Final Exams in EDUC Core Courses (From December, 2012 to May, 2016)

Term	EDUC 2021	EDUC 2022	EDUC 2031	EDUC 2032	EDUC 2870	EDUC 3013	EDUC 3015 & ARED 3080	EDUC 4011	EDUC 4012	EDUC 4050	In General
December 2012											
N	58	40	64	30	38	N/A	N/A	32	16	16	294
Mean	64.0	71.4	65.8	67.1	72.8	N/A	N/A	68.3	69.9	74.2	69.2
KR₂₁	0.90	0.89	0.75	0.82	0.86	N/A	N/A	0.88	0.81	0.83	Reliable
May 2013											
N	47	37	65	49	45	17	N/A	28	N/A	N/A	288
Mean	73.3	76.5	72.7	67.3	74.1	74.9	N/A	62.6	N/A	N/A	71.6
KR₂₁	0.93	0.91	0.75	0.89	0.83	0.74	N/A	0.72	N/A	N/A	Reliable
December 2013											
N	57	54	55	49	48	26	N/A	34	N/A	N/A	323
Mean	69.9	73.4	66.4	71.4	73.7	72.5	N/A	65.1	N/A	N/A	70.3
KR₂₁	0.92	0.89	0.78	0.84	0.83	0.84	N/A	0.57	N/A	N/A	Reliable
May 2014											
N	52	38	54	22	40	27	N/A	36	13	N/A	282
Mean	75.4	76.4	68.7	70.3	74.4	69.2	N/A	71.9	74.9	N/A	72.7
KR₂₁	0.87	0.84	0.84	0.77	0.80	0.74	N/A	0.86	0.67	N/A	Reliable
December 2014											
N	57	39	37	32	29	28	24	26	10	19	301
Mean	72.9	72.8	80.2	70.8	71.0	71.9	73.2	68.1	75.6	76.6	73.3
KR₂₁	0.92	0.84	0.90	0.82	0.79	0.81	0.82	0.61	0.34*	0.84	Reliable

⁵⁵ Küder Richardson 21 Calculator. *David Walker's Calculators*. Retrieved from <http://www.cedu.niu.edu/~walker/calculators/kr.asp>

Term	EDUC 2021	EDUC 2022	EDUC 2031	EDUC 2032	EDUC 2870	EDUC 3013	EDUC 3015 & ARED 3080	EDUC 4011	EDUC 4012	EDUC 4050	In General
May 2015											
N	36	10	48	32	24	15	22	37	11	N/A	235
Mean	77.4	73.4	77.1	68.1	64.3	71.9	73.2	62.3	75.6	N/A	71.5
KR₂₁	0.77	0.98	0.65	0.81	0.88	0.50	0.62	0.80	0.72	N/A	Reliable
December 2015											
N	41	20	32	34	22	11	29	25	20	N/A	234
Mean	76.7	75.3	75.9	72.8	67.4	70.2	75.8	62.0	75.6	N/A	72.4
KR₂₁	0.92	0.78	0.82	0.88	0.79	0.21*	0.62	0.72	0.81	N/A	Reliable
May 2016											
N	41	41	46	24	16	15	18	26	N/A	N/A	227
Mean	72.1	69.3	73.5	68.9	65.1	58.5	73.9	66.4	N/A	N/A	68.5
KR₂₁	0.90	0.91	0.86	0.88	0.89	0.88	0.73	0.78	N/A	N/A	Reliable
In General											
N	389	279	401	272	262	139	93	244	70	35	2,184
Mean	72.7	73.6	72.5	69.6 **	70.4	69.9 **	74.0	65.8 **	92.9	75.4	71.2

* - Low reliability

** - Deficiency or Failure in academic achievement

Standard scale (IAUPR, 2017.):

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, August to December, 2015, and January to May 2016. Core courses EDUC 2060 and EDUC 4050 were not included in these pre-posttests. Table 20 shows these data. In general, teacher candidates that took pre-post departmental exams had positive differences between pretest and posttest, and these differences were statistically significant in the three terms. The general posttests mean was 70.44% (“C”). The expected point average is 80% or above. Data points again to a revision of the departmental exams *vis a vis* courses syllabus in order to reexamine their validity and reliability.

Table 20

Departmental Pre-post Final Exams in EDUC Core Courses (January to May, 2015, August to December, 2015 & January to May, 2016)

Course	Term	N	Pretest Mean	Posttest Mean	$\Delta_{\text{Pre-Post}}$	$p\text{-value}^{\diamond}$
EDUC 2021	January to May, 2015	30	36.53	75.27	38.74	0.000*
	August to December, 2015	36	35.44	76.89	41.45	0.000*
	January to May, 2016	37	34.16	70.65	36.49	0.000*
EDUC 2022	January to May, 2015	10	47.20	73.40	26.20	0.000*
	August to December, 2015	30	49.93	75.97	26.04	0.000*
	January to May, 2016	36	57.62	70.94	13.32	0.006*
EDUC 2031	January to May, 2015	16	51.75	83.63	31.88	0.000*
	August to December, 2015	52	51.15	75.19	24.04	0.000*
	January to May, 2016	37	50.43	71.03	20.59	0.000*
EDUC 2032	January to May, 2015	32	40.13	66.63	26.50	0.000*
	August to December, 2015	34	43.59	73.59	30.00	0.000*
	January to May, 2016	23	42.78	68.52	25.74	0.000*
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	15.82	0.000*
	January to May, 2016	26	50.77	67.62	16.89	0.000*
EDUC 3013	January to May, 2015	15	56.93	71.07	14.14	0.001*
	August to December, 2015	10	50.40	70.20	19.80	0.008*
	January to May, 2016	12	45.50	60.67	15.17	0.004*
EDUC 3015 & ARED 3080	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
	January to May, 2016	18	62.22	72.89	10.67	0.000*
EDUC 4011	January to May, 2015	34	40.88	62.24	21.36	0.000*
	August to December, 2015	25	38.24	62.16	23.92	0.000*
	January to May, 2016	24	39.25	66.42	27.17	0.000*
EDUC 4012	January to May, 2015	11	42.36	70.36	28.00	0.000*
	August to December, 2015	20	39.80	67.50	27.70	0.000*
	January to May, 2016	21	42.19	66.76	24.57	0.000*
In General	January to May, 2015	148	45.11	71.80	26.69	
	August to December, 2015	229	45.05	71.14	26.09	
	January to May, 2016	234	47.21	68.39	21.18	
	Total/Mean (three semesters)	611	45.79	70.44	24.65	

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

* = Statistical significant change

N/A – Not offered/not measured

Courses EDUC 2060 and EDUC 4050 were not included in Pre-posttests of Final Exams

Evidence 3.2 Final Grades Distribution in EDUC, ARED and MUED Courses

Evidence 3.2 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 21 shows that the Fundamentals of Education courses had a mean of 3.10 (“B”, above average academic achievement), the Methodology courses had a mean of 3.16 (“B”, above average academic achievement), and 81.17% of students that took the Integration courses approved them (“P”).

Table 21

Final Grades Distribution in EDUC, HPER, ARED and MUED courses (August to December 2012 to January to May 2016)

Semest	Type of Course	Enrollment	Mean	Grade
August-December 2012	Fundamentals in Education	267	3.00	B
	Methodology	344	3.34	B
	Integration	42	57%	P
	Cross-cutting theme: Research	52	2.89	B
	Cross-cutting theme: Diversity	197	3.05	B
	Cross-cutting theme: Technology	117	3.44	B
January-May 2013	Fundamentals in Education	294	3.12	B
	Methodology	302	3.34	B
	Integration	0	N/A	N/A
	Cross-cutting theme: Research	33	2.91	B
	Cross-cutting theme: Diversity	243	3.12	B
	Cross-cutting theme: Technology	110	3.64	A
August-December 2013	Fundamentals in Education	296	3.11	B
	Methodology	328	3.59	A
	Integration	73	70%	P
	Cross-cutting theme: Research	17	3.44	B
	Cross-cutting theme: Diversity	229	3.13	B
	Cross-cutting theme: Technology	133	3.59	A
January-May 2014	Fundamentals in Education	270	3.20	B
	Methodology	221	3.48	B
	Integration	8	88%	P
	Cross-cutting theme: Research	17	3.29	B
	Cross-cutting theme: Diversity	205	3.19	B
	Cross-cutting theme: Technology	130	3.58	A
August-December 2014	Fundamentals in Education	225	3.09	B
	Methodology	264	2.63	B
	Integration	62	94%	P
	Cross-cutting theme: Research	53	3.44	B
	Cross-cutting theme: Diversity	166	3.05	B
	Cross-cutting theme: Technology	107	3.30	B

Semest	Type of Course	Enrollment	Mean	Grade
January- May 2015	Fundamentals in Education	240	2.98	B
	Methodology	233	2.85	B
	Integration	0	N/A	N/A
	Cross-cutting theme: Research	32	3.28	B
	Cross-cutting theme: Diversity	200	2.96	B
	Cross-cutting theme: Technology	118	3.46	B
August- December 2015	Fundamentals in Education	215	3.13	B
	Methodology	227	3.05	B
	Integration	111	78%	P
	Cross-cutting theme: Research	11	3.62	A
	Cross-cutting theme: Diversity	168	3.20	B
	Cross-cutting theme: Technology	88	3.16	B
January- May 2016	Fundamentals in Education	176	3.17	B
	Methodology	181	2.99	B
	Integration	2	100%	P
	Cross-cutting theme: Research	42	2.95	B
	Cross-cutting theme: Diversity	160	3.17	B
	Cross-cutting theme: Technology	89	2.75	B
Total/ Mean	Fundamentals in Education	1,743	3.10	B
	Methodology	2,100	3.16	B
	Integration	298	81.2%	P
	Cross-cutting theme: Research	257	3.23	B
	Cross-cutting theme: Diversity	1,568	3.11	B
	Cross-cutting theme: Technology	892	3.34	B
	In general (Fundamentals & Methodology)	3,843	3.14	B

Reference: Registrar Office document *SWDGDIS*. Standard scale (IAUPR, 2017)

N/A = Not applicable/No means

Evidence 3.3 Final Grades of TEP’s Teacher Candidates in EDUC core courses

Evidence 3.3 is for pedagogical knowledge in the final grades in Education core courses only 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 22 shows the performance of teacher candidates in EDUC core courses for academic years 2013-2014, 2014-2015, and 2015-2016. The Fundamentals of Education courses, the Methodology courses and three of the Field and Clinical courses were bigger than the expected point average (80% (2.50) or above). In general, the teacher candidates performance were: 3.30 “B” (Above average academic achievement) in academic year 2013-2014, 3.52 “A” (Superior academic achievement) in academic year 2014-2015, and 3.49 “B” (Above average academic achievement) in academic year 2015-2016.

Table 22

Final grades of TEP's Teacher Candidates in EDUC Core Courses (Academic Years 2013-2014, 2014-2015 and 2015-2016)

Course	Credits	2013-2014		2014-2015		2015-2016	
		Mean	Grade	Mean	Grade	Mean	Grade
Fundamentals in Education Courses							
EDUC 2021	3	2.88	B	3.55	A	3.19	B
EDUC 2022	3	2.94	B	3.25	B	3.26	B
EDUC 2031	3	3.18	B	3.62	A	3.54	A
EDUC 2032	3	2.94	B	3.80	A	3.27	B
EDUC 2870	4	3.18	B	3.75	A	3.42	B
Total/Mean in Fundamentals	16	3.03	B	3.60	A	3.34	B
Methodology Courses							
EDUC 2060	2	3.72	A	3.40	B	3.85	A
EDUC 3013	2	2.93	B	3.71	A	3.57	A
EDUC 4011	3	2.94	B	3.43	B	3.15	B
EDUC 4012	2	3.17	B	3.63	A	3.27	B
EDUC 4050	2	3.15	B	3.43	B	3.58	A
Total/Mean in Methodology	11	3.16	B	3.51	A	3.45	B
Integration Courses: EDUC 4551 & 4552 (N/A)							
Field & Clinical Experiences Courses							
EDUC 1080	1	3.83	A	3.43	B	3.56	A
EDUC 2890	2	3.33	B	3.59	A	3.58	A
EDUC 3015	2	4.00	A	3.33	B	3.80	A
Total/Mean in Field & Clinical Courses	5	3.70	A	3.45	B	3.66	A
General Mean		3.30	B	3.52	A	3.49	B

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

Standard scale (IAUPR, 2017):

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 3.4 Final Grades Distribution in Clinical Courses

Evidence 3.4 is also for pedagogical knowledge. It was evaluated using 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, 2013-2014, and 2015-2016. Table 23 shows that the clinical courses had a mean bigger than the expected point average (80% (2.50) or above). The general mean was 3.94 (“A”, Superior academic achievement).

Table 23

Final Grades Distribution in EDUC, ARED and MUED Clinical Courses Academic Years 2013-2014, 2014-2015 and 2015-2016)

Semester	Clinical Courses	Enrollment	Mean	Grade
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
	Total/Mean in Clinical Courses	22	4.00	A
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
	Total/Mean in Clinical Courses	41	4.00	A
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
	Total/Mean in Clinical Courses	13	3.96	A
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
	Total/Mean in Clinical Courses	48	3.93	A
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
	Total/Mean in Clinical Courses	16	3.95	A
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
	Total/Mean in Clinical Courses	31	3.97	A

Semester	Clinical Courses	Enrollment	Mean	Grade
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
	Total/Mean in Clinical Courses	27	3.69	A
January-May 2016	EDUC 4013	26	3.93	A
	ARED 4913	1	4.00	A
	MUED 4915/4919	2	3.67	A
	MUED 4916/4920	1	4.00	A
	Total/Mean in Clinical Courses	33	3.90	A
In general	EDUC 4013	156	3.92	A
	ARED 4913	14	4.00	A
	MUED 4915/4919	36	3.88	A
	MUED 4916/4920	22	3.95	A
Total/Mean in Clinical Courses		222	3.94	A

Reference: Registrar Office document *SWDGDIS*.

Standard scale (IAUPR, 2017):

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 Standard 3 Candidate Quality, Recruitment, and Selectivity

The summary of the evaluation of Standard 3 *Candidate Quality, Recruitment, and Selectivity* is in Table 24. All assessments evidenced an accomplishment of this Standard (3 of 4 assessments, 75.00%).

Table 24

Assessments' Summary for Standard 3

Assessments for Standard 3	Mean	Interpretation
<p>3.1 Departmental Final Exams in EDUC Core Courses</p>	<p>Expected point average: 2.50 (80%) or above</p> <p>December, 2012^o = 69.2% “D” May, 2013 = 71.6 “C” Dec, 2013 = 70.3 “C” May, 2014 = 72.7 “C” Dec, 2014 = 73.3 “C” May, 2015 = 71.5 “C” Dec, 2015 = 72.4 “C” May, 2016 = 68.5 “D”</p> <p>In general_{May 2013 to May 2016} = 71.5 “C”</p> <p>Pre-posttests: January-May, 2015 45.11 vs 71.80, p=0.000 August-December, 2016 45.05 vs 71.14, p=0.000 January-May, 2016 47.21 vs 68.39, p=0.000 In general 45.79 vs 70.44</p>	<p>Grades were smaller than expected passing grade for TEP. (Not accomplished)</p> <p>In general, grades of departmental final exams were bigger than the baseline data.</p> <p>All general pre-posttests in EDUC core in January to May, 2015, August to December 2015 and January to May 2016 courses evidenced positive and significant differences in their posttests means (p<0.05).</p>

Assessments for Standard 3	Mean	Interpretation
2.2 Final Grades Distribution in EDUC, ARED and MUED core courses	<p>Minimum of Passing GPA: 2.50 to 3.49 (“B”)</p> <p>Fundamentals in Education: August-December, 2012^o= 3.00 “B” January-May, 2013= 3.12 “B” August-December, 2013= 3.11 “B” January-May, 2014= 3.20 “B” August-December, 2014= 3.09 “B” January-May, 2015= 2.98 “B” August-December, 2015= 3.13 “B” January-May, 2016= 3.17 “B” In general = 3.10 “B”</p> <p>Methodology: August-December, 2012^o= 3.34 “B” January-May, 2013= 3.34 “B” August-December, 2013= 3.59 “A” January-May, 2014= 3.48 “B” August-December, 2014= 2.63 “B” January-May, 2015= 2.85 “B” August-December, 2015= 3.05 “B” January-May, 2016= 2.99 “B” In general = 3.16 “B”</p> <p>Integration (% of Approval): August-December, 2012^o= 57% January-May, 2013= N/A August-December, 2013= 70% January-May, 2014= 88% August-December, 2014= 94% January-May, 2015= N/A August-December, 2015= 78% January-May, 2016= 100% In general = 81.2%</p> <p>Cross-cutting themes (in general): Learning How to Learn = 3.23 “B” Diversity = 3.11 “B” Technology = 3.34 “B”</p> <p>In general: Fundamentals and Methodology: 3.14 “B”</p>	<p>All grades were similar of above to the minimum passing GPA for TEP.</p> <p>(Accomplished)</p>

Assessments for Standard 3	Mean	Interpretation
3.3 Final grades of TEP’s teacher candidates only in EDUC courses	<p>Minimum of Passing GPA: 2.50 to 3.49 (“B”)</p> <p>Fundamentals: 2013-2014= 3.03 “B” 2014-2015= 3.55 “A” 2015-2016 = 3.34 “B” In general = 3.31 “B”</p> <p>Methodology: 2013-2014= 3.16 “B” 2014-2015= 3.51 “A” 2015-2016 = 3.45 “B” In general = 3.37 “B”</p> <p>Integration: N/A</p> <p>Field & Clinical courses: 2013-2014= 3.70 “A” 2014-2015= 3.45 “B” 2015-2016 = 3.66 “A” In general = 3.60 “A”</p>	<p>All grades were similar or above the minimum passing GPA for TEP.</p> <p>(Accomplished)</p>
3.4 Final Grades Distribution in Clinical Courses	<p>Minimum of Passing GPA: 2.50 to 3.49 (“B”)</p> <p>August-December, 2012[Ⓞ]= 4.00 “A” January-May, 2013= 4.00 “A” August-December, 2013= 3.96 “A” January-May, 2014= 3.93 “A” August-December, 2014= 3.95 “A” January-May, 2015= 3.97 “A” August-December, 2015= 3.69 “A” January-May, 2016= 3.90 “A” In general = 3.94 “A”</p>	<p>All grades were similar or above the minimum passing GPA for TEP.</p> <p>(Accomplished)</p>

Ⓞ - Base-line data

Ⓞ N/A - Not applicable, was not evaluated

Standard 4: Program Impact

Evidence 4.1 Survey to TEP's Graduates or Completers

Evidence 4.1 was collected through a survey to TEP's graduates or completers (in-service teachers). The Cronbach's alpha for questionnaire evidenced it was reliable⁶: Part A: $\alpha=1.091$, High; Part B: $\alpha=0.7407$ Adequate; and Questions 11 & 12: $\alpha=0.9419$ High. Data is presented in Table 25. Their perception about the TEP's impact was very positive. The standard deviations indicate that the answers were homogeneous.

Table 25

Survey to TEP's Graduates or Completers

Items		Dec 2012	Dec 2013	Dec 2014	May 2016	In general	Interpretation	
		N=63	N=19	N=12	N=20	N=114		
10	<i>Academic formation received</i>	Mean	3.69	3.95	4.00	3.80	3.86	Very good
		SD	0.23	0.23	0.00	0.41	0.22	Homogeneous
11a	<i>Courses provide for the development of critical and creative thinking.</i>	Mean	1.88	2.00	2.00	2.00	1.97	Yes
		SD	0.33	0.00	0.00	0.00	0.08	Homogeneous
11b	<i>Courses provide for the development of research skills.</i>	Mean	1.67	2.00	2.00	1.95	1.91	Yes
		SD	0.50	0.00	0.00	0.37	0.22	Homogeneous
11c	<i>Courses provide for the solution of pedagogical problems</i>	Mean	1.74	2.00	2.00	1.95	1.92	Yes
		SD	0.48	0.00	0.00	0.22	0.18	Homogeneous
11d	<i>Courses provide for the use of technology in teaching, research, and communication.</i>	Mean	1.66	2.00	2.00	1.95	1.90	Yes
		SD	0.61	0.00	0.00	0.22	0.21	Homogeneous
A1	<i>He/She knows and comprehends concepts, processes, skills and values of the subject-matter that teaches</i>	Mean	4.78	5.00	5.00	5.00	4.95	Totally agree
		SD	0.46	0.00	0.00	0.00	0.12	Homogeneous
A2	<i>Use of a variety of techniques in the teaching of the curricular content</i>	Mean	4.68	4.95	5.00	5.00	4.91	Totally agree
		SD	0.46	0.23	0.00	0.00	0.17	Homogeneous
A3	<i>He/She knows the philosophical and programmatic principles of the subject-matter (Standards, Expectations and Curriculum Framework)</i>	Mean	4.68	4.95	4.75	5.00	4.85	Totally agree
		SD	0.62	0.23	0.62	0.00	0.37	Homogeneous
A4	<i>He/She integrates the content of his/her subject-matter with the content of other subject-matters</i>	Mean	4.67	4.95	4.67	5.00	4.82	Totally agree
		SD	0.60	0.23	0.65	0.00	0.37	Homogeneous
A5	<i>He/She promotes the search for information and knowledge development.</i>	Mean	4.67	4.95	5.00	5.00	4.91	Totally agree
		SD	0.62	0.23	0.00	0.00	0.21	Homogeneous

⁶ Reliability Calculator created by Del Siegle (del.siegle@uconn.edu) for EPSY 5601. Retrieved from <http://researchbasics.education.uconn.edu/excel-spreadsheet-to-calculate-instrument-reliability-estimates/>

Items			Dec 2012	Dec 2013	Dec 2014	May 2016	In general	Interpretation
			N=63	N=19	N=12	N=20	N=114	
A6	<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	5.00	4.88	Totally agree
		SD	0.59	0.00	0.39	0.00	0.25	Homogeneous
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	5.00	4.82	Totally agree
		SD	0.66	0.00	0.49	0.00	0.29	Homogeneous
A8	<i>His/Her subject matter content promotes the development of critical, reflective, and creative thinking.</i>	Mean	4.65	4.95	4.92	5.00	4.88	Totally agree
		SD	0.60	0.23	0.29	0.00	0.28	Homogeneous
A9	<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	5.00	4.91	Totally agree
		SD	0.54	0.00	0.29	0.00	0.21	Homogeneous
A10	<i>He/She develops plans using a variety of methods and techniques</i>	Mean	4.78	5.00	4.92	5.00	4.93	Totally agree
		SD	0.49	0.00	0.29	0.00	0.20	Homogeneous
A11	<i>He/She evaluates his/her students with measurement and assessment instruments and techniques according to the Curriculum Framework of his/her subject-matter</i>	Mean	4.79	5.00	4.92	5.00	4.93	Totally agree
		SD	0.45	0.00	0.29	0.00	0.19	Homogeneous
A12	<i>He/She integrates in his/her teaching ethical and moral criteria according to the actual society.</i>	Mean	4.65	5.00	4.75	5.00	4.85	Totally agree
		SD	0.60	0.00	0.45	0.00	0.26	Homogeneous
B1	<i>He/she develops in his/her students cognitive, affective, and psychomotor skills according to their development stages</i>	Mean	4.78	5.00	4.92	5.00	4.93	Totally agree
		SD	0.55	0.00	0.29	0.00	0.21	Homogeneous
B2	<i>He/She integrates life experiences in the teaching and learning process</i>	Mean	4.77	5.00	4.92	5.00	4.92	Totally agree
		SD	0.53	0.00	0.29	0.00	0.21	Homogeneous
B3	<i>He/She considers the socio-economical context of his/her students in the planning process.</i>	Mean	4.59	4.95	4.92	5.00	4.87	Totally agree
		SD	0.67	0.23	0.29	0.00	0.30	Homogeneous
B4	<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	4.95	4.90	Totally agree
		SD	0.58	0.00	0.29	0.22	0.27	Homogeneous
B5	<i>He/she incorporates the community in his/her class planning</i>	Mean	4.41	4.95	4.75	4.95	4.77	Totally agree
		SD	0.80	0.23	0.45	0.22	0.43	Homogeneous
B6	<i>He/She incorporates technology in his/her classes.</i>	Mean	4.52	5.00	4.83	4.95	4.83	Totally agree
		SD	0.76	0.00	0.39	0.22	0.34	Homogeneous

Items			Dec 2012	Dec 2013	Dec 2014	May 2016	In general	Interpretation
			N=63	N=19	N=12	N=20	N=114	
B7	<i>He/She understands the importance of technology as an essential tool for the construction of knowledge.</i>	Mean	4.74	5.00	4.92	5.00	4.92	Totally agree
		SD	0.60	0.00	0.29	0.00	0.22	Homogeneous
B8	<i>He/She knows and understands s the structural characteristics of language as a tool for thinking and for the expression of ideas.</i>	Mean	4.79	5.00	4.92	5.00	4.93	Totally agree
		SD	0.45	0.00	0.29	0.00	0.19	Homogeneous
B9	<i>He/She knows and understands his/her need for professional development.</i>	Mean	4.73	5.00	4.92	5.00	4.91	Totally agree
		SD	0.54	0.00	0.29	0.00	0.21	Homogeneous
B10	<i>He/She has taken courses or training for his/her professional development as teacher.</i>	Mean	4.92	5.00	4.92	5.00	4.96	Totally agree
		SD	0.34	0.00	0.29	0.00	0.16	Homogeneous
Item 10		Mean	3.69	3.95	4.00	3.80	3.86	Very good
		SD	0.23	0.23	0.00	0.41	0.22	Homogeneous
Items 11a, 11b, 11c & 11d		Mean	1.74	2.00	2.00	1.96	1.93	Yes
		SD	0.48	0.00	0.00	0.20	0.17	Homogeneous
Items A1 to A12		Mean	4.70	4.98	4.86	5.00	4.88	Totally Agree
		SD	0.56	0.10	0.31	0.00	0.24	Homogeneous
Items B1 to B10		Mean	4.70	4.99	4.89	4.99	4.89	Totally Agree
		SD	0.58	0.05	0.32	0.07	0.25	Homogeneous

Likert type scale:

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 4.2 Survey to School Directors

Evidence for TEP's completers (graduates) was collected through a survey to school directors (employers). The Cronbach's alpha for questionnaire evidenced it was reliable⁷: $\alpha=0.8057$ (Adequate).

Data is presented in Table 26. School directors evaluated TEP's completers (employees) from the San Germán Campus as excellent (3.88 of 4 points). The standard deviations indicate that the answers were homogeneous (0.20).

⁷ Reliability Calculator created by Del Siegle (del.siegle@uconn.edu) for EPSY 5601. Retrieved from <http://researchbasics.education.uconn.edu/excel-spreadsheet-to-calculate-instrument-reliability-estimates/>

Table 26

Survey to School Directors

Criteria	December 2012		December 2013		December 2014		May 2016		In General		Interpretation	
	N=24		N=16		N=9		N=12		N=61			
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
3	<i>Teaching-Learning Process Shows that his/her work as a teacher and the use of his/her innovative strategies have resulted in significant improvement of student learning.</i>	3.96	0.20	4.00	0.00	3.67	0.50	3.83	0.39	3.87	0.27	Excellent Homogeneous
4	<i>Teaching- Learning Process 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	3.92	0.29	3.93	0.18	Excellent Homogeneous
5	<i>Communication Skills Shows mastery of the fundamental communication skills that any teacher should possess.</i>	4.00	0.00	4.00	0.00	3.78	0.44	3.67	0.49	3.86	0.23	Excellent Homogeneous
6	<i>Communication Skills Listens to students and keeps them interested.</i>	3.92	0.28	4.00	0.00	3.67	0.50	3.75	0.45	3.84	0.31	Excellent Homogeneous
7	<i>Planning and Educational Evaluation 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	3.83	0.39	3.77	0.35	Excellent Homogeneous

Criteria		December 2012		December 2013		December 2014		May 2016		In General		Interpretation
		N=24		N=16		N=9		N=12		N=61		
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
8	<i>Planning and Educational Evaluation</i> Uses evaluation criteria that respond to student diversity.	3.72	0.42	4.00	0.00	3.78	0.44	3.92	0.29	3.86	0.29	Excellent Homogeneous
9	<i>Continuous Education</i> Shows interest in keeping updated and in professional growth and development. Presents a formal yearly plan for professional development.	3.83	0.38	4.00	0.00	3.56	0.53	3.25	0.97	3.66	0.47	Excellent Homogeneous
10	<i>Leadership</i> Shows leadership through educational and community activities and is able to do team work.	3.92	0.28	4.00	0.00	3.78	0.44	3.58	0.52	3.82	0.31	Excellent Homogeneous
11	<i>Attendance</i> Has a high sense of professional commitment and responsibility which is revealed through attendance, punctuality, and compliance with the established norms.	4.00	0.00	4.00	0.00	3.78	0.44	3.42	0.67	3.80	0.28	Excellent Homogeneous
12	<i>Personal Qualities</i> Reveals human quality and exemplary conduct in professional and personal endeavors.	4.00	0.00	4.00	0.00	4.00	0.00	3.92	0.29	3.98	0.07	Excellent Homogeneous
13	<i>Personal Qualities</i> Reveals self assurance, enthusiasm, and confidence in performance.	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	Excellent Homogeneous
14	<i>Personal Qualities</i> Has a good sense of humor.	3.83	0.38	4.00	0.00	4.00	0.00	3.58	0.52	3.85	0.23	Excellent Homogeneous

Criteria		December 2012		December 2013		December 2014		May 2016		In General		Interpretation
		N=24		N=16		N=9		N=12		N=61		
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
15	<i>Personal Qualities Shows respect, creativity, and politeness toward students.</i>	3.83	0.38	4.00	0.00	4.00	0.00	3.92	0.29	3.94	0.17	Excellent Homogeneous
16	<i>Personal Qualities Accepts mistakes.</i>	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	Excellent Homogeneous
17	<i>Personal Qualities Shows responsibility.</i>	3.63	0.50	4.00	0.00	4.00	0.00	3.75	0.45	3.85	0.24	Excellent Homogeneous
18	<i>Personal Qualities Shows punctuality.</i>	3.92	0.28	4.00	0.00	3.78	0.44	3.58	0.52	3.82	0.31	Excellent Homogeneous
19	<i>Personal Qualities Shows an ethical conduct with colleagues.</i>	4.00	0.00	4.00	0.00	3.78	0.44	4.00	0.00	3.95	0.11	Excellent Homogeneous
20	<i>Personal Qualities Shows solidarity with students and colleagues</i>	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	Excellent Homogeneous
21	<i>Personal Qualities Has a true commitment with education and with personal improvement.</i>	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	Excellent Homogeneous
In general		3.90	0.19	4.00	0.00	3.84	0.27	3.79	0.34	3.88	0.20	Excellent Homogeneous

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

Evidence 4.3 Impact of TEP in their Completers: PCMAS Survey (2016)

On the other hand, TEP's completers were surveyed by PCMAS (College Board, 2016). Findings for Evidence 4.3 are in Table 27. In general,

- 27% of them had experience as teachers at the moment of PCMAS.
- 100% of them considered adequate their competence and subject matter understanding as a product of TEP.
- 100% of them considered adequate their academic preparation in Education Preparation Program.
- 100% of them considered adequate their final Clinical Course.
- 100% of TEP's completers express satisfaction with the program.
- 50% of them were working in a school.
- Their answers were slightly similar than statewide completers.

Table 27

Survey to TEP's Completers: PCMAS (2016)

Item	TEP's Completers		Statewide		Difference TEP's Completers vs Statewide (%)
	N	%	N	%	
Years of experience as teachers					
None	53	73	896	55	+18
Less than a year	5	7	197	12	-5
From 1 to 2 years	6	8	183	11	-3
From 3 to 5 years	5	7	138	8	-1
More than 5 years	4	5	216	13	-8
Competence and understanding of Subject Matter					
Very adequate	51	70	1166	72	-2
Quite adequate	15	21	361	22	-1
Adequate	7	10	95	6	+4
Not very suitable	0	0	1	0	-1
Inadequate	0	0	2	0	-2
Academic preparation in Education Preparation Program					
Very adequate	48	66	1090	67	-1
Quite adequate	21	29	400	25	+4
Adequate	4	5	134	8	-3
Not very suitable	0	0	4	0	0
Inadequate	0	0	2	0	0
Evaluation of Final Clinical Course					
Very adequate	52	74	1197	76	-2
Quite adequate	13	19	292	19	0
Adequate	5	7	72	8	-1
Not very suitable	0	0	10	1	-1
Inadequate	0	0	4	0	0
General Satisfaction with Teacher Preparation Program					
Very satisfy	49	67	1045	64	+3
Quite satisfy	16	22	443	27	-5
Satisfy	8	11	130	8	+3
Not very satisfy	0	0	13	1	-1
Not satisfy	0	0	0	0	0

Item	TEP's Completers		Statewide		Difference TEP's Completers vs Statewide (%)
	N	%	N	%	
Plans for the Continuation of graduate studies in Education Field					
Yes	49	67	1112	68	-1
No	4	5	108	7	-2
Have not decided yet	20	27	410	25	+2
Plans for the Continuation of graduate studies in other Academic Discipline					
Yes	21	29	609	37	-8
No	29	40	544	33	+7
Have not decided yet	22	31	473	29	+2
Plans for the Continuation of graduate studies at the IAUPR, San Germán Campus					
Yes	38	53	948	58	-5
No	13	18	286	18	0
Have not decided yet	21	29	392	24	+5
Working at a School					
Public	4	17	282	36	-19
Private	8	33	254	33	0
Not working in School	12	50	239	31	+19

Evidence 4.4 Continuation of graduate studies at the IAUPR

Evidence 4.4 of TEP's completers (graduates) was first collected through the PCMAS' survey to TEP's completers (College Board, 2016). Findings in Table 28 evidenced that:

- 67% of them had plans for the continuation of graduate studies in education field.
- 29% of them had plans for the continuation of graduate studies in other Academic Discipline.
- 53% of them had plans for the continuation of graduate studies at the IAUPR, San Germán Campus.

On the other hand, data was also collected from completers' official academic transcripts as reported by the Registrar Office. Data is presented in Table 25. 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 28

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%
Total	87	15	17.2%	15	100.0%

Summary of evidences for Standard 4 Program Impact

The summary of the evaluation of Standard 4 *Program Impact* is in Table 29. All assessments evidenced an accomplishment of this Standard (4 of 4 assessments, 100.00%).

Table 29

Assessments' Summary for Standard 4

Assessments for Standard 4	Mean	Interpretation
<p>4.1 Survey to TEP's Graduates or Completers</p>	<p>Expected point average: Item 10: 2.50 or above Item 11: 1.50 or above Items A & B: 3.50 or above</p> <p>Item 10: December, 2012^o = 3.69, Very good December, 2013 = 3.92, Very good December, 2014 = 4.00, Very good May, 2016 = 3.80, Very good In general: 3.86, Very good</p> <p>Item 11: December, 2012^o = 1.74, Yes December, 2013 = 2.00, Yes December, 2014 = 2.00, Yes May, 2016 = 1.96, Yes In general: 1.93, Yes</p> <p>Items A1 to A12: December, 2012^o = 4.70, Totally agree December, 2013 = 4.98, Totally agree December, 2014 = 4.86, Totally agree May, 2016 = 5.00, Totally agree In general: 4.88, Totally agree</p> <p>Items B1 to B10: December, 2012^o = 4.70, Totally agree December, 2013 = 4.99, Totally agree December, 2014 = 4.89, Totally agree May, 2016 = 4.99, Totally agree In general: 4.89, Totally agree</p>	<p>The perception of graduates or completers TEP's impact was above the expected point average. (Accomplished)</p>
<p>4.2 Survey to School Directors</p>	<p>Expected point average: 2.50 (80%) or above</p> <p>December, 2012^o = 3.90, Excellent December, 2013 = 4.00, Excellent December, 2014 = 3.84, Excellent May, 2016 = 3.79, Excellent In general: 3.88, Excellent</p>	<p>The évaluation of School directors was above the expected point average. (Accomplished)</p>

Assessments for Standard 4	Mean	Interpretation
4.3 Impact of TEP in their Completers: PCMAS Survey (2016)	<p>Expected point average: 80% or above</p> <p>About TEP's completers who took PCMAS (2016):</p> <ul style="list-style-type: none"> • 100% considered adequate their competence and subject matter understanding as product of TEP • 100% considered adequate the final Clinical Course • 100% expressed satisfaction with TEM 	<p>The impact of TEP according to completers who took PCMAS was above the expected point average. (Accomplished)</p>
4.4 Continuation of graduate studies at the IAUPR	<p>Expected point average: 10% or above</p> <p>In PCMAS' survey:</p> <ul style="list-style-type: none"> • 53% had plans for the continuation of graduate studies at IAUPR, San Germán Campus <p>In the evaluation of completers' official transcripts: May, 2013[Ⓞ] = 16.7% May, 2014 = 13.9% May, 2015 = 26.7%</p>	<p>The continuation of graduate studies at the IAUPR was above the expected point average. (Accomplished)</p>

Ⓞ - Base-line data

N/A - Not applicable, was not evaluated

Consumer information

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

According to a survey to School Directors in the service area of San Germán Campus, the quantity and percentage of teachers they have is presented in Table 30.

Table 30

TEP's Graduates or Completers according to School Directors in the Service Area of San Germán Campus

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)
2015-2016 (May, 2016)	12	249	142 (53.03%)	3.78 of 4 points (Excellent)
In General	61	1,479	699 (47.26%)	3.96 of 4 points (Excellent)

On the other hand, according to PCMAS's survey (2016), as presented in Table 24, 50% of TEP's completers who took the standardized test were working in a school (69% in statewide completers).

2. Link to Students Right to Know information:

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

And in Link:

<https://nces.ed.gov/collegenavigator/?q=Inter+American+University+of+Puerto+Rico-San+German&s=all&id=242617>

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.

According to Link:

<https://nces.ed.gov/collegenavigator/?q=Inter+American+University+of+Puerto+Rico-San+German&s=all&id=242617>

“Three-Year Official Cohort Default Rates: This institution is not found on the current Federal loan default rates database. Cohort Default Rate (CDR) data are not included when number of borrowers entering repayment includes 10 or fewer borrowers for all 3 cohort years.” (Retrieved: May 9, 2017)

For further information on default rates please visit the [Cohort Default Rate Home Page](#).

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

Link:

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

Table 31

Cohort Default Rate, IAUPR, San Germán Campus

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

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

Link:

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

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. **Links for information about university:**
<http://www.sg.inter.edu/> and in <http://documentos.inter.edu/>
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.jobsoode.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 the Bureau of Labor Statistics:**
<http://www.bls.gov/>

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