

2015 EPP Annual Report

CAEP ID:	25957	AACTE SID:	
Institution:	Universidad De Puerto Rico De Cayey		
Unit:	Department of Pedagogy		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure 83

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.) 5

Total number of program completers 88

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?

- 3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable
 - 3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable
 - 3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable
 - 3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable
- Any change that means the EPP no longer satisfies accreditation standards or requirements:
- 3.5 Change in regional accreditation status
No Change / Not Applicable
 - 3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Title II Report:

<https://title2.ed.gov/Public/Report/PrintReport.aspx?Year=2014&StateID=72>

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

CAEP's 8 Reporting Measures

- | | |
|---|---|
| 5.1 Impact on P-12 learning and development | 5.5 Indicators of teaching effectiveness |
| 5.2 Results of completer surveys | 5.6 Results of employer surveys, and including retention and employment milestones |
| 5.3 Graduation rates | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information |

Yes, a program or programs leading to initial teacher certification is currently being offered.

5.1 Impact on P-12 learning and development. Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Videos of candidate instruction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Candidate reflection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-adopted assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-designed assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
PCMAS - Licensure Test (College Board)			
EPP-designed assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Work Sample, Student Teaching Rubric, Community Service Project, Teaching Unit			
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment for each particular SPA, Report Card Survey (Exit Assessment of Completers Satisfaction) Diversity Tracking System			

5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Relationship completers and P-12 performance			

5.2 Results of completer surveys. Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	76	44
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input type="radio"/>	<input checked="" type="radio"/>
Inclusive of stakeholder interests	<input type="radio"/>	<input checked="" type="radio"/>

A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)



5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.

5.3 Graduation rates. Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	202	150	115	111	60
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014	0	0	0	2	22
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...	0				
Continued in a program	0				
Been counseled out of a	0				

program	
Withdrawn from a program	5

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	91	1	84	92	88
All program completers, 2011-2012	72	1	72	100	91

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results. Agree Disagree

5.5 Indicators of teaching effectiveness. Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

Completer performance during in-service

Surveys of P-12 students on completer performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer observations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer surveys	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)			
There is a plan to request information to Department of Education as a system.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input type="radio"/>	<input checked="" type="radio"/>

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input type="radio"/>		
Institution or Organization	<input type="radio"/>	<input type="radio"/>		
School District	<input type="radio"/>	<input type="radio"/>		
State	<input type="radio"/>	<input type="radio"/>		
Accreditation agency	<input type="radio"/>	<input type="radio"/>		
Other (specify)	<input type="radio"/>	<input type="radio"/>		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer responses)	<input type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input type="radio"/>	<input type="radio"/>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results. Agree Disagree

		prepared	their preparation				
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014							
Example: If 60 candidates completed their program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)	60	17	9	0	4	2	20

5.8 Student loan default rates and other consumer information. Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input checked="" type="radio"/>	<input type="radio"/>	
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	http://www.cayey.upr.edu/main/sites/default/npc2014/npcalc.htm
Average beginning salary of a program completer	<input checked="" type="radio"/>	<input type="radio"/>	
Placement patterns of completers	<input checked="" type="radio"/>	<input type="radio"/>	
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

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

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

- | | |
|---|--------------|
| 1. The secondary education program with a concentration in history did not meet the 80 percent pass rate in the required licensure exam. | (ITP) |
|---|--------------|

The History Program is under the process of revision. The Candidates are taking a specialized methodology course that covers the main competencies of the profession in preparation for their Clinical Experience. A portfolio assessment is in the initial stage of implementation. There was an improvement in the state licensure test for the completers in 2013-2013; even though only three recuested the History exam , there was a 100% passing rate average..

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

- | | |
|---|--------------|
| 1. The unit does not consistently collect and analyze data. | (ITP) |
| 2. The unit does not consistently summarize, report, and use data for improvement. | (ITP) |

The Unit keeps using the purchased Data Base. The Program is growing in its data base evidence culture, this is demonstrated

by the meetings where data is analyzed and the corresponding actions decided. Specific dates are allocated for the faculty to enter and discuss data. A greater communication pathway has been opened between the Institutional Evaluation office and the Program. The Assistant Dean assigned to Accreditation supports from the Unit's Head Office the analysis of data.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. The unit does not systematically ensure that all candidates have diverse field and clinical experiences.	(ITP)
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The online Diversity Tracking system has been an effective resource in evidencing the Candidates' reflections when dealing with diverse populations according to UPR Cayey's diversity definition. Methodology courses assign visits to schools in diverse settings and the exceptional child course (which is required for all Candidates) expose students to issues and tools of this population. The Student Organizations celebrate the Child's Day where candidates have an opportunity to work with children of the region. These children belong to inclusive classrooms from different areas. Every March the Down Syndrome Day is celebrated in Campus. The activity has as special guests students from the surrounding schools. Candidates have direct contact with children in various teaching-learning activities.

Section 7. Accreditation Pathway

Continuous Improvement. Summarize progress toward target level performance on the standard(s) selected.

Content knowledge has been an area of emphasis. The new sequences in progress address the content needs of the Candidates in a more accurate manner. In the area of Science the Howard Hughes grant projects had as result prizes in the local and national Science Fair. Field Experience Teacher Candidates with their Cooperative Teachers were responsible for the prize receiving young researchers. The changes in the sequences are yielding results as shown in the Licensure test results; Elementary and Secondary aggregated data results were 95% in comparison with a statewide passing rate of 92%. Spanish, English and Math had a 100% average passing rate. The Department of Education of Puerto Rico recognized the 92% Summary Pass rate of UPR Cayey as exemplary.

Section 8: Preparer's Authorization

Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2015 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name: Dr. Ricardo Molina

Position: TPP Director

Phone: 787-738-2161 x2066

E-mail: ricardo.molina1@upr.edu