



Complete Report Card

AY 2012-13

Institution Information

**Name of Institution:** Universidad de Puerto Rico, Recinto de Cayey  
**Institution/Program Type:** Traditional  
**Academic Year:** 2012-13  
**State:** Puerto Rico

**Address:** PO Box 372230

Cayey, PR, 00737-2230

**Contact Name:** Prof.Irmannette Torres-Lugo  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Teacher Education - Elementary Education	No
Teacher Education - English as a Second Language	No
Teacher Education - History	No
Teacher Education - Mathematics	No
Teacher Education - Physical Education and Coaching	No
Teacher Education - Science Teacher Education/General Science	No
Teacher Education - Secondary Education	No
Teacher Education - Spanish	No

Teacher Education - Special Education	No
Teacher Education -Physical Education and Coaching	No
<b>Total number of teacher preparation programs: 10</b>	

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Freshman year

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.cayey.upr.edu/main/paginas/estudiante-nuevo-ingreso>

Please provide any additional comments about or exceptions to the admissions information provided above:

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

2.8

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.21

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

Please provide any additional comments about the information provided above:

## Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	521
Unduplicated number of males enrolled in 2012-13:	174
Unduplicated number of females enrolled in 2012-13:	347

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	521
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	0

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	77
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Average number of clock hours required for student teaching	300
Average number of clock hours required for mentoring/induction support	45
Number of full-time equivalent faculty supervising clinical experience during this academic year	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	90

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Candidates that are approved to enter their clinical experience must have 96 credits completed with a 2.5 GPA or higher, and 21 credits in their specialization. Both the university supervisor and cooperating teacher share the responsibility for the supervision of the candidate. During this experience candidates must demonstrate mastery of content knowledge, competencies in lesson planning, classroom management, assessment, the integration of technology in the classroom, and the professional dispositions to provide adequate teaching-learning to help all student learn.

## Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	19
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	4
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	25
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education- History	13
Teacher Education - Physics	0
Teacher Education - Spanish	13
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0

Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	15
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	0

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	19
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	4
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	25
Teacher Education - Reading	0
Teacher Education - Science	5
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	13
Teacher Education - Physics	0
Teacher Education - Spanish	13
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	15
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0

Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	0

## Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 110

2011-12: 104

2010-11: 101

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

56

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

**Description of strategies used to achieve goal, if applicable:**

Courses were added to the Math secondary sequence, in order to comply with the accreditation standards and the general improvement of the program. The accreditation process is an asset in the projection of the Math Program.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Is your program preparing teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2013-14?**

60

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**

**Will your program prepare teachers in mathematics in 2014-15?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2014-15?**

11

**Provide any additional comments, exceptions and explanations below:**

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

165

**Did your program meet the goal for prospective teachers set in science in 2012-13?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Rigorous monitoring of the candidate's process and support given by different special proposals as: Howard Hughes, RISE, and the Institute for the Interdisciplinary Studies giving special attention to research.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

In order to enhance the attractiveness of the program, wide promotion of a Howard Hughes Grant awarded to the unit has taken place. Regular Science students have decided to follow the Teacher Education Program.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Is your program preparing teachers in science in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in science in 2013-14?**

221

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

62

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii)**, **§206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

107

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

The allocation of students in field experiences prior to the clinical supports the development of their skills dealing with exceptionalities. The student professional organization allows the candidates opportunities for additional related experiences. All these activities are promote the program.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

127

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

36

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii)**, **§206(a)**)



Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in instruction of limited English proficient students in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

79

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?**

Yes

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Is your program preparing teachers in instruction of limited English proficient students in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?**

70

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**

**Will your program prepare teachers in instruction of limited English proficient students in 2014-15?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?**

8

**Provide any additional comments, exceptions and explanations below:**

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

The unit continuously uses the community service component in our TPP requirements. Projects attend the diverse population of all students using multiple teaching strategies and methods in real academic urban and rural scenarios. Other courses implement reflections on the diverse schools profiles due to geographical socioeconomic and cultural traits. All candidates are enrolled in the course that deals with special education from an inclusive perspective.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PR10 -FUNDAMENTAL KNOWLEDGE AND COMMUNICATION COMPETENCIES College Board All program completers, 2012-13	91		86	95
PR10 -FUNDAMENTAL KNOWLEDGE AND COMMUNICATION COMPETENCIES College Board All program completers, 2011-12	72	112	70	97
PR10 -FUNDAMENTAL KNOWLEDGE AND COMMUNICATION COMPETENCIES College Board All program completers, 2010-11	73	112	70	96
PR21 -PROFESSIONAL COMPETENCIES: ELEMENTARY College Board All program completers, 2012-13	31		30	97
PR21 -PROFESSIONAL COMPETENCIES: ELEMENTARY College Board All program completers, 2011-12	29	111	29	100
PR21 -PROFESSIONAL COMPETENCIES: ELEMENTARY College Board All program completers, 2010-11	32	103	30	94
PR25 -PROFESSIONAL COMPETENCIES: SECONDARY College Board All program completers, 2012-13	60		54	90
PR25 -PROFESSIONAL COMPETENCIES: SECONDARY College Board All program completers, 2011-12	43	114	43	100
PR25 -PROFESSIONAL COMPETENCIES: SECONDARY College Board All program completers, 2010-11	41	113	35	85
PR40 -SPECIALIZATION: ENGLISH College Board All program completers, 2012-13	16		14	88
PR40 -SPECIALIZATION: ENGLISH College Board All program completers, 2011-12	13	111	13	100
PR40 -SPECIALIZATION: ENGLISH College Board All program completers, 2010-11	6			
PR50 -SPECIALIZATION: MATH College Board All program completers, 2012-13	5			
PR50 -SPECIALIZATION: MATH College Board All program completers, 2011-12	5			
PR50 -SPECIALIZATION: MATH College Board All program completers, 2010-11	3			
PR70 -SPECIALIZATION: SCIENCE College Board All program completers, 2012-13	3			
PR70 -SPECIALIZATION: SCIENCE College Board All program completers, 2011-12	1			
PR70 -SPECIALIZATION: SCIENCE College Board All program completers, 2010-11	4			
PR60 -SPECIALIZATION: SOCIAL STUDIES College Board All program completers, 2012-13	13		9	69
PR60 -SPECIALIZATION: SOCIAL STUDIES	10	102	8	80

College Board All program completers, 2011-12				
PR60 -SPECIALIZATION: SOCIAL STUDIES College Board All program completers, 2010-11	9			
PR30 -SPECIALIZATION: SPANISH College Board All program completers, 2012-13	14		11	79
PR30 -SPECIALIZATION: SPANISH College Board All program completers, 2011-12	11	106	9	82
PR30 -SPECIALIZATION: SPANISH College Board All program completers, 2010-11	4			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	91	78	86
All program completers, 2011-12	72	66	92
All program completers, 2010-11	74	63	85

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The unit currently provides ample opportunities for the students to be prepared to integrate the use of technology in the classroom. The Technology in Education course is required for all candidates where they apply their knowledge using technology to collect, manage and analyze data and to prepare effective materials. The Methodology courses foster the use of the technology in the curricular and the instructional design. Courses in the general education component either use technology as resource or as a mean for the students to present their learning outcomes.

### Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

The TPP prepares teachers to teach students with disabilities effectively because all of them are required to take the course EDES 4006 ( Exceptional Children and Assisted Technology) in which they get acquainted with recent research regarding the importance of differentiated instruction and the technology available to provide assistance to disabled students. The teachers' curriculum includes multiple expositions to diverse school communities (rural and urban) as well as those of different socio economic status. As part of their Community Service course (EDFU 4005) the students have to complete 20 hours of community service in diverse school scenarios (talented students, special education, rural, urban, etc.). The teachers work in interdisciplinary groups to do their field work.

**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

The TPP prepares special education teachers to teach students with disabilities effectively because candidates are assigned to field experience with diverse special education students and receive appropriate orientations and training in the effective application of the Individual with Disabilities Education Act. Special activities such as Down Syndrome Day, the visit of the mobile unit (van of the professional association) for the display and orientation regarding assisted technology and the recolection, refurbishing and distribution of recycled artifacts for assisted technology give candidates opportunities to serve and develop sensivity and awareness.

## Section VII Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Having concluded the pilot for the purchased data base system for the key assessments the TPP will use it in May 2014. An online tracking system for diversity awareness and reflection will be set by the same date. The system will be use by candidates to inform the exposure and reflection concerning the diverse population available. Professors will ensure that students have a chance during their preparation to be exponed to diverse population as described in the unit's definition of diversity. At the exit candidates fill a satisfacción survey concerning their preparation. For additional information contact hernando.staidel@upr.edu or william.sandoval@upr.edu.

### Supporting Files

[Diversity Tracking System UPR Cayey](#)

[NCATE Report Card Suvey](#)

[TP Module](#)

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