

CAEP Response to UPR Cayey Rejoinder

Standard 1

SITE VISIT REPORT ORIGINAL NARRATIVE:

2.d. Evidence that is inconsistent with meeting the standard

- Fewer than 51% of the SPA Recognition Reports have returned with national recognition.
- Validity measures have not been completed for the EPP created assessments.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each.

Stipulation

Stipulation	Rationale
Fewer than 51% of the SPA Recognition Reports have returned with national recognition.	Two programs (28.57%) are nationally recognized, one program (14.29%) is recognized with conditions, and the remaining four programs (57.14%) are not nationally recognized. CAEP requires 51% of the EPP's programs to be nationally recognized when the SPA review is chosen by the EPP. When the history education program closes, these percentages will change to 33.33% nationally recognized, 16.67% recognized with conditions, and 50% not nationally recognized.
EPP-created assessments are evaluated below the minimal level of sufficiency.	The EPP did not provide evidence of having conducted validity measures on its assessments and it did not detail a plan to do so.

CAEP TEAM RESPONSE TO REJOINDER:

2.c. Evidence that is now consistent with meeting the standard

- Per the rejoinder exhibits entitled "Standard_4,_SIP,_and_5_Narrative" and "Content_validity_Narrative" it is evident that validity measures have since been completed for the EPP created assessments.

2.d. Evidence that is still inconsistent with meeting the standard

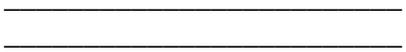
- Fewer than 51% of the SPA Recognition Reports have returned with national recognition.

3. UPDATED Recommendations for new areas for improvement and/or stipulations including a rationale for each.

Stipulation

Stipulation	Rationale
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Fewer than 51% of the SPA Recognition Reports have returned with national recognition.	Two programs (28.57%) are nationally recognized, one program (14.29%) is recognized with conditions, and the remaining four programs (57.14%) are not nationally recognized. CAEP requires 51% of the EPP's programs to be nationally recognized when the SPA review is chosen by the EPP. When the history education program closes, these percentages will change to 33.33% nationally recognized, 16.67% recognized with conditions, and 50% not nationally recognized.
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Standard 4

SITE VISIT REPORT ORIGINAL NARRATIVE:

2.d. Evidence that is inconsistent with meeting the standard

- Meta PR Data from PPAA and META: 2012-2016 (not disaggregated by UPR Cayey completers)
- Discussion of Results of Exhibit 50 and analysis of data (not disaggregated by UPR Cayey completers)
- META-PR Data provided by region. PR P-12 student data (not connected to UPR Cayey completers)
- Appendix 3: Dimensions, parameters and the overall weight of each one of the dimensions included in the Teacher Evaluation System
- Puerto Rico Teacher Evaluation System Narrative (System not yet implemented)
- Employers Questionnaire Descriptor and Average (N of 7 and not disaggregated by program)
- Employers Questionnaire Data Analysis Narrative (N of 7 and not disaggregated by program)
- Results from Completers Survey (N of 10 (out of 400) and not disaggregated by program)
- Satisfaction of Completers Survey Data Analysis Narrative (N of 10 (out of 400) and not disaggregated by program Licensure Test Survey of Completers Satisfaction (In Spanish and not disaggregated by program)

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each.

Area for Improvement

Area for Improvement	Rationale
4.1 Impact on P-12 Student Learning and Development	The Puerto Rico Teacher Evaluation system has not been fully implemented, and the EPP designed Program Evaluation Project has only been piloted and has limited data from its one application in Fall 2016. The graduate response rate was an N of 3 and of the 3 only one graduate had META-PR (PR student growth measures) scores for his students.
4.2 Indicators of Teaching Effectiveness	The Puerto Rico Teacher Evaluation system has not been fully implemented, and the EPP designed Program Evaluation Project

	has only been piloted and has limited data from its one application in Fall 2016. The graduate response rate was an N of 3 and of the 3 only one graduate had META-PR (PR student growth measures) scores for his students.
4.3 Satisfaction of Employers	The EPP designed Program Evaluation Project includes a survey of employers that has not yet met the instrument threshold of sufficient. In addition, the plan for implementation currently includes recommendations for improvements to the program but is vague on the implementation of data collection and review processes.
4.3 Satisfaction of Completers	The EPP designed Program Evaluation Project has only been piloted and has limited data from its one application in Fall 2016. Response from the pilot administration was too low to draw significant conclusions. The graduate response rate was an N of 3.

CAEP TEAM RESPONSE TO REJOINER:

2.a. Summary of Findings

-It is evident in ALL of the rejoinder exhibits that the EPP has committed substantial time, resources, personnel, and energy into establishing a systematic approach to determine completer impact on P-12 Student Learning and Development and Indicators of Teaching Effectiveness. The EPP did not just wait for the Puerto Rico Teacher Evaluation system to be fully operational to measure these areas. Instead, the EPP took matters into their own hands, designed a Program Evaluation Project, and piloted it. However, the pilot yielded data from an N of 3.

Included within this same EPP designed Program Evaluation Project were measures of Satisfaction of Employers and Satisfaction of Completers. Again, the pilot did not yield enough data to be considered sufficient or to allow the EPP do draw significant conclusions.

The evidence presented by the EPP in the rejoinder, while expansive, is not sufficient enough for the CAEP team to make any significant changes based on the parameters the team is given for evaluating standards. Therefore, no changes were made to Section 2.d. or Section 3 below.

2.d. Evidence that is inconsistent with meeting the standard

- Meta PR Data from PPAA and META: 2012-2016 (not disaggregated by UPR Cayey completers)
- Discussion of Results of Exhibit 50 and analysis of data (not disaggregated by UPR Cayey completers)
- META-PR Data provided by region. PR P-12 student data (not connected to UPR Cayey completers)
- Appendix 3: Dimensions, parameters and the overall weight of each one of the dimensions included in the Teacher Evaluation System
- Puerto Rico Teacher Evaluation System Narrative (System not yet implemented)
- Employers Questionnaire Descriptor and Average (N of 7 and not disaggregated by program)
- Employers Questionnaire Data Analysis Narrative (N of 7 and not disaggregated by program)
- Results from Completers Survey (N of 10 (out of 400) and not disaggregated by program)

-Satisfaction of Completers Survey Data Analysis Narrative (N of 10 (out of 400) and not disaggregated by program Licensure Test Survey of Completers Satisfaction (In Spanish and not disaggregated by program)

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each.

Area for Improvement

Area for Improvement	Rationale
4.1 Impact on P-12 Student Learning and Development	The Puerto Rico Teacher Evaluation system has not been fully implemented, and the EPP designed Program Evaluation Project has only been piloted and has limited data from its one application in Fall 2016. The graduate response rate was an N of 3 and of the 3 only one graduate had META-PR (PR student growth measures) scores for his students.
4.2 Indicators of Teaching Effectiveness	The Puerto Rico Teacher Evaluation system has not been fully implemented, and the EPP designed Program Evaluation Project has only been piloted and has limited data from its one application in Fall 2016. The graduate response rate was an N of 3 and of the 3 only one graduate had META-PR (PR student growth measures) scores for his students.
4.3 Satisfaction of Employers	The EPP designed Program Evaluation Project includes a survey of employers that has not yet met the instrument threshold of sufficient. In addition, the plan for implementation currently includes recommendations for improvements to the program but is vague on the implementation of data collection and review processes.
4.3 Satisfaction of Completers	The EPP designed Program Evaluation Project has only been piloted and has limited data from its one application in Fall 2016. Response from the pilot administration was too low to draw significant conclusions. The graduate response rate was an N of 3.

Standard 5

SITE VISIT REPORT ORIGINAL NARRATIVE:

2.d. Evidence that is inconsistent with meeting the standard

The EPP was asked to demonstrate in Standard 5.4 'measures of completer impact, including available outcome data on P-12 student growth are summarized, externally benchmarked, analyzed, and shared widely.' There is a gap in evidence from the EPP's documentation in this respect.

The EPP reports that the Database Program License piloted in 2014 was discontinued in 2016 for efficiency and cost reasons. Another system has not been identified, data from the candidates' transition points that were not provided, nor was information related to program modifications based on certification test results. For economic reasons, the Database Program License was discontinued in 2016 and replaced by an internal database (Word and Excel) to collect student data and share information with all programs. The gathered data was used to track teacher candidate performance. The EPP would institute a counseling session with a student's performance related to programmatic, instructional, or course content. A course of action from the counseling session would determine if the counseling office can do the vocational test to help the student or review the student's decision about entering the teaching profession. Documentation of the counseling session would be instructive for all stakeholders involved. In a focus group meeting, the database program manager stated that data is shared with each program to reflect on gathered data to inform continuous improvement. It is unclear if data is collected at each transition point of the students' progression through the program. It was stated that the EPP is working on the assessment plan for an institution database.

EPP-created assessments used in the quality assurance system are below the minimal level of sufficiency. The EPP did not provide evidence that their quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

The EPP has not established a systematic approach to collecting valid and reliable data regarding complete impact on P-12 student learning, employer satisfaction of complete preparation for the profession, or complete satisfaction of their teacher preparation program. The Program Evaluation Project is in the pilot stage and a firm plan for transitioning it into a system of data collection and review needs to be provided. Data provided by the EPP are inconclusive because of a small sample. Validity and reliability of data and assessment instruments have not yet been established.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each.

Area for Improvement

Area for Improvement	Rationale
5.4. Measures of complete impact	The Puerto Rico Teacher Evaluation system has not been fully implemented, and the EPP designed Program Evaluation Project has only been piloted and has limited data from its one application in Fall 2016. The graduate response rate was an N of 3 and of the 3 only one graduate had META-PR (PR student growth measures) scores for his students.

Stipulation

Stipulation	Rationale
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EPP-created assessments used in the quality assurance system are below the minimal level of sufficiency.	The EPP did not provide evidence that their quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. Namely, the EPP did not provide evidence of having conducted validity measures on its assessments.
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CAEP TEAM RESPONSE TO REJOINER:

2.a. Summary of Findings

-It is evident in ALL of the rejoinder exhibits that the EPP has committed substantial time, resources, personnel, and energy into establishing a systematic approach to develop measures of completer impact on P-12 Student Learning. The EPP did not just wait for the Puerto Rico Teacher Evaluation system to be fully operational to measure these areas. Instead, the EPP took matters into their own hands, designed a Program Evaluation Project, and piloted it. However, the pilot yielded data from an N of 3.

The evidence presented by the EPP in the rejoinder, while expansive, is not sufficient enough for the CAEP team to make any significant changes based on the parameters the team is given for evaluating standards. Therefore, the Area for Improvement must remain.

2.c. Evidence that is now consistent with meeting the standard

-Per the rejoinder exhibits entitled “Standard_4,_SIP,_and_5_Narrative” and “Content_validity_Narrative” it is evident that validity measures have since been completed for the EPP created assessments.

2.d. Evidence that is still inconsistent with meeting the standard

- The EPP has not established a systematic approach to collecting valid and reliable data regarding completer impact on P-12 student learning, employer satisfaction of completer preparation for the profession, or completer satisfaction of their teacher preparation program. The Program Evaluation Project is in the pilot stage and a firm plan for transitioning it into a system of data collection and review needs to be provided. Data provided by the EPP are inconclusive because of a small sample.

3. UPDATED Recommendations for new areas for improvement and/or stipulations including a rationale for each.

Area for Improvement

Area for Improvement	Rationale
5.4. Measures of completer impact	The Puerto Rico Teacher Evaluation system has not been fully implemented, and the EPP designed Program Evaluation Project has only been piloted and has limited data from its one application in Fall 2016. The graduate

	response rate was an N of 3 and of the 3 only one graduate had META-PR (PR student growth measures) scores for his students.
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Response to the Selected Improvement Plan (SIP)

SITE VISIT REPORT ORIGINAL NARRATIVE:

c. The proposed use of data and evidence.

The EPP designed Program Evaluation Project was piloted in Fall 2016 but yielded limited data. The graduate response rate was an N of 3 and of the 3 only one graduate had META-PR (PR student growth measures) scores for his students. The EPP used these limited data to inform their development of a detailed action plan. However, the action plan did not include specific information pertaining to the use of data and evidence.

CAEP TEAM RESPONSE TO REJOINDER:

c. The proposed use of data and evidence.

-The EPP included an extensive, detailed action plan that included specific information pertaining to the use of data and evidence.
