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...

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPP characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program listings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 2. Program Completers
How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013?

Enter a numeric value for each textbox.

- Number of completers in programs leading to initial teacher certification or licensure: 110
- 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): 118

Total number of program completers: 228

Section 3. Substantive Changes
Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 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
   In accordance with the recommendations of the Faculty and the Department of Education of Puerto Rico, methodology courses were added in the secondary level for: Science, Math, English, Spanish and History.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
   No Change / Not Applicable

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.

Results of the state licensure teacher test (PCMAS) created by the UPR-Cayey Institutional Office of Assessment:
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.

**Required Reporting Measures**

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

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

### REQUIRED REPORTING MEASURES

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?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Column 1</td>
<td>Column 2</td>
</tr>
</tbody>
</table>

**5.1.1 Candidate performance during pre-service**

- Unit and lesson plans
- Pre-post tests of student learning
- Videos of candidate instruction
- Candidate reflection
- Surveys of P-12 students on candidate performance
- State-adopted assessment(s) (specify)
- State-designed assessment(s) (specify)
- PCMAS- Licensure Test (College Board)
- EPP-designed assessment(s) (specify)
- Teacher Work Sample, Student Teaching Rubric, Community Service Project, Teaching Unit
- Other (specify)
- Assessment for each particular SPA

**5.1.2 Completer performance during in-service**

- Student achievement and/or learning models (e.g., value-added modeling)
- EPP-designed case study
- Other (specify)
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

<table>
<thead>
<tr>
<th>Completor survey results are available to the EPP.</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP</td>
<td></td>
<td></td>
<td>48</td>
<td>7</td>
</tr>
<tr>
<td>Individual program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution or organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2.5 The EPP can demonstrate that the completer survey is...
Reliable (produces consistent results about completer satisfaction) Agree Disagree
Valid (can make an appropriate inference about completer satisfaction) Agree Disagree
A measure with a representative sample (demonstrates typical completer responses) Agree Disagree
Inclusive of stakeholder interests Agree Disagree
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement) Agree Disagree

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, 2013.

Enter a numeric value for each textbox.

<table>
<thead>
<tr>
<th>Academic year a candidate was first enrolled</th>
<th>AY 2012-2013</th>
<th>AY 2011-2012</th>
<th>AY 2010-2011</th>
<th>AY 2009-2010</th>
<th>AY 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
<td>Column 4</td>
<td>Column 5</td>
<td>Column 6</td>
</tr>
</tbody>
</table>

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 | 150 | 93 | 115 | 111 | 60 |

Progress in AY 2012-2013. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013. 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 2012-2013 | 0 | 0 | 0 | 10 | 31 |

Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).

| Number of candidates/completers who were not recommended for an initial teacher | 0 |
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

<table>
<thead>
<tr>
<th></th>
<th>Number taking test</th>
<th>Average scaled score* (This value should be between 0-1.)</th>
<th>Number passing test</th>
<th>Pass rate (%)</th>
<th>Statewide average pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All program completers, 2011-2012</td>
<td>72</td>
<td>1</td>
<td>72</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>All program completers, 2010-2011</td>
<td>187</td>
<td>1</td>
<td>161</td>
<td>87</td>
<td>82</td>
</tr>
</tbody>
</table>

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

Representative (demonstrates typical candidate or completer performance)
Disagree
Disagree

Actionable (provides specific guidance for continuous improvement)
Agree
Agree

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

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).

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>Completer performance during in-service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys of P-12 students on completer performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School district-level teacher evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer surveys</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

Employer survey results are available to the EPP.

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.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution or Organization</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation agency</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Reliable (produces consistent results about employer satisfaction)
- Valid (can make an appropriate inference about employer satisfaction)
A measure with a representative sample (demonstrates typical employer responses)  
Inclusive of stakeholder interests  
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)

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

5.7 Ability of completers to be hired in education positions for which they have prepared. Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8

The EPP has attempted to collect data on the employment status of completers.  

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

☐ Completer survey  
☐ Employer survey  
☐ Institutional or organizational department (e.g., Alumni Office) (specify)  
☐ Collaboration with other EPPs  
☐ Collaboration with school districts  
☐ Collaboration with state education departments  
☐ Contracted a consultant or organization  
☐ Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

☐ Low response rates  
☐ Inaccurate reporting of employment status  
☐ Maintaining current candidate records  
☐ Privacy issues  
☐ Insufficient resources  
☐ Other (specify)

5.7.4 If "Disagree", then go to 5.8

The EPP has access to information on the employment status of completers.

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

☐ Self-report from the completer  
☐ Third party:  
☐ School district  
☐ State department (specify)  
☐ Other (specify)
5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

<table>
<thead>
<tr>
<th>Year of program completion</th>
<th>Total number of completers</th>
<th>Number of completers with each employment status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>AY 2012-2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20)</td>
<td>60</td>
<td>17</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Consumer information</th>
<th>No Access to data</th>
<th>Access to data</th>
<th>Publicly displayed data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-year student loan default rate</td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Average cost of attendance</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Average beginning salary of a program completer</td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Placement patterns of completers</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

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 curricular sequence for History in the secondary level was revised according to indications of the Vice-Presidency of the UPR System. Courses were revised and a methodology course, EDPE 4155 Theory and Methodology of History and Social Studies, was designed and proposed for 2013-2014. The course is currently being offered January 2014. The SPA's and the Unit requirements for the improvement of the Program are in process.
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.**

2. **The unit does not consistently summarize, report, and use data for improvement.**

The unit implemented a Pilot with the purchased Database Program License to consistently report and use data for improvement. The pilot was conducted starting August 2013 and will be used by Faculty May 2014. The unit is growing in its Database decision taking culture evidenced by the increase of the number of meetings to analyze the overall state of the TPP. The appointed Assessment Coordinator that is in charge of the database has been working with the pilot platform and in its final phase. The coordinator included four key assessments of the SPAS's. Ongoing training to Faculty it's supported by the Assessment Coordinator and personnel from the office of informations systems.

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.**

It is expected to run an online diversity tracking system by May 2014 which addresses the main questions concerning the unit's diversity definition and the CAEP concern for the candidates reflections on their own biases. The TPP continues to assign the candidates to carry-out field experiences in a variety of communities that encompass diverse socio-economical status, rural or urban population and exceptionalities. The TPP continues to emphasize the rural-urban geographical dichotomy. In all the new secondary methodology seminars, each candidate visits two different types of schools as part of their non-key assessments. The revised sequences kept the course in Special Education that includes assisted technology as a requirement for all candidates.

Section 7. Accreditation Pathway

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

Content Knowledge: The curricular sequences for the elementary and the secondary level were revised. The TPP Program ensured that the courses selected for sequences comply with the candidates future content knowledge teaching needs, licensure exams and the requirements for certification of the Department of Education of Puerto Rico. Requests were made to different content area departments to change or add courses that address those contents needs. The Departments of Science, Math, Humanities (History) had a positive response to those request and courses were design, specially for the teacher candidates. In the concentration area it was found that their were courses that didn't align with the specialization, so actions were taken to either eliminated or add courses. The new sequences provided a better alignment with content knowledge and teaching strategies. Even though the new sequences is for the candidates admitted to August 2013 special agreement were made with the Registrar in order to counsel the candidates to substitute old courses with the new ones. In order to strengthen the research skills for the science candidates a proposal to Howard Hughes Medical Institute was approved. In this proposal their is a pedagogical component that consist on research, unit design and field experience in schools.

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 2014 EPP Annual Report.

- [ ] I am authorized to complete this report.

**Report Preparer’s Information**

- **Name:** Dr. Ricardo Molina
- **Position:** Interim Director TPP Program
- **Phone:** 787-738-2161 ext.2066
- **E-mail:** ricardo.molina1@upr.edu