

NATIONAL RECOGNITION REPORT  
INITIAL PREPARATION OF ELEMENTARY EDUCATION  
TEACHERS (2007)

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Elementary Education Teachers (2007 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the Association for Childhood Education International (ACEI).

### COVER PAGE

Name of Institution

Universidad De Puerto Rico De Cayey

Date of Review

MM DD YYYY

02 / 01 / 2015

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Elementary Education

Grade Level<sup>(1)</sup>

4-6

(1) Early Childhood; Elementary K-6

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Masters

### PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Masters

- Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

**Test Results (from information supplied in Assessment #1, if applicable)**

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes  
 No  
 Not applicable  
 Not able to determine

**Comments, if necessary, concerning Test Results:**

It appears that the Universidad De Puerto Rico De Cayey has had 13 elementary candidates over the past three years. Commonwealth of Puerto Rico results are reported as are the results for the institution. However, the institutional pass rate over 3 years is 45 candidates. The numbers of candidates in the program as noted by the number passing assessments 3-6 over the past three years (13) doesn't match the number of candidates for whom Commonwealth licensure data were reported.

**Summary of Strengths:**

Assessments 3, 4, 5, and 6 are clearly defined and properly aligned. All four assessments provide clear evidence of addressing the standards to which they have been aligned.

**PART B - STATUS OF MEETING SPA STANDARDS**

**DEVELOPMENT, LEARNING AND MOTIVATION**

Standard 1.0. Development, Learning and Motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Met                      Met with Conditions

Not Met

**Comment:**

Assessments 1, 3 and 4 have been aligned to ACEI standard 1.0.

The Professional Competencies Test is aligned to ACEI Standards 1.0, 3.1, and 4.0. Three years of data for 135 candidates show "averages" of 89%, 96%, and 93%. Subscore data are provided, but the numbers are higher than the Cayey candidates mentioned in the previous test. The data appear not to be specific to Cayey. For instance, data for candidates on assessments 3, 4, and 5 show data for 13 candidates over 3 years while the state licensure tests show data for 44-46 elementary test takers one that same time.

Assessment #3 is a Teaching Unit or Unit Plans. Data are aligned to ACEI standards 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.0 and 5.1. Rows of the rubric are aligned to multiple standards in the case of 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7. Data, however, are reported by the rows of the rubrics. Scores are spread over seven categories, with all except 1 candidate scoring at level 3, 4, or 5 on all items, related to each individual standard.

Assessment #4 is an assessment of student teaching. The rubrics are aligned to ACEI standards ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, and 5.2. One rubric focuses on pedagogy; the other on content. A four-level rubric (0-3) is provided with clear descriptors in the cells of the rubric. Data are provided for 13 candidates over three years. Means are provide without ranges. Without ranges, one is unable to determine the percent passing the assessment.

## CURRICULUM

**Standard 2.1. Reading, Writing, and Oral Language.** Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Met                      Met with Conditions    Not Met  
                         

### Comment:

Assessments 1, 2, 3, 4, and 5 have been aligned to ACEI standard 2.1. See comments for Assessments 1, 3, and 4 in Standard 1.0.

Assessment #2 Course Grades of content courses; is aligned to ACEI standards 2.1, 2.2, 2.3, 2.4, 2.5, and 2.7. Grades are not reported for the courses themselves, but for four of the six the content areas, those related to 2.1, 2.2, 2.3, 2.4, and by cohorts of program completers. It is not clear that the content courses mentioned are required of all candidates or whether choices are given. Only means are provided, and not ranges as required in the NCATE guidelines for Documenting Course Grades. Except for a 2.98 mean in science over three years, all others are 3.0 or above.

The Teacher Work Sample is provided as Assessment 5. The narrative aligns the TWS to ACEI standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, and 5.2. Data are aligned to these standards, showing data (2.33-3.0) over time for three candidates in multiple content areas. All candidates scored a 2 or 3, mostly 3s, on each indicator. Data show candidates addressing these standards in TWS work.

**Standard 2.2. Science.** Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Met                      Met with Conditions    Not Met  
                         

### Comment:

Assessments 1, 2, 3, 4, and 5 have been aligned to ACEI standard 2.2. See comments in 1.0 and 2.1 related to this standard.

**Standard 2.3. Mathematics.** Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

Met                      Met with Conditions    Not Met

**Comment:**

Assessments 1, 2, 3, 4, and 5 have been aligned to ACEI standard 2.3. See comments in 1.0 and 2.1 related to this standard.

**Standard 2.4. Social studies.** Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

Assessments 1, 2, 3, 4, and 5 have been aligned to ACEI standard 2.4. See comments in 1.0 and 2.1 related to this standard.

**Standard 2.5. The arts.** Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

Assessments 2, 3, 4, and 5 have been aligned to ACEI standard 2.5. See comments in 1.0 and 2.1 related to this standard.

**Standard 2.6. Health education.** Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

Assessments 3, 4, and 5 have been aligned to ACEI standard 2.6. See comments in 1.0 and 2.1 related to this standard.

**Standard 2.7. Physical education.** Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

Assessments 2, 3, 4, and 5 have been aligned to ACEI standard 2.7. See comments in 1.0 and 2.1 related to this standard.

**Standard 3.1. Integrating and applying knowledge for instruction.** Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

Assessments 1, 3, 4, 5, and 6 have been aligned to ACEI standard 3.1. See comments in 1.0 and 2.1 related to this standard.

**Standard 3.2. Adaptation to diverse students.** Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

Assessments 3, 4, 5, and 6 have been aligned to ACEI standard 3.2.

Assessment #3 is a Teaching Unit or Unit Plans. Data are aligned to ACEI standards 1.0, 2.1, 2.2; 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.0 and 5.1. Rows of the rubric are aligned to multiple standards in the case of 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7. Data, however, are reported by the rows of the rubrics. Scores are spread over seven categories, with all except 1 candidate scoring at level 3, 4, or 5 on all items, related to each individual standard.

Assessment #4 is an assessment of student teaching. The rubrics are aligned to ACEI standards ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, and 5.2. One rubric focuses on pedagogy; the other on content. A four-level rubric (0-3) is provided with clear descriptors in the cells of the rubric. Data are provided for 13 candidates over three years. Means are provide without ranges. Without ranges, one is unable to determine the percent passing the assessment.

The Teacher Work Sample is provided as Assessment 5. The narrative aligns the TWS to ACEI standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, and 5.2. Data are aligned to these standards, showing data (2.33-3.0) over time for three candidates in multiple content areas. All candidates scored a 2 or 3, mostly 3s, on each indicator. Data show candidates addressing these standards in TWS work.

Assessment #6 is the Community Service Project, aligned to ACEI standards 3.1, 3.2, 3.4, 4.0, 5.1, and 5.2. Five semesters of data are provided for 24 candidates. Scores range from means of 2.3 to 3.0 across the several elements of the standard. Data show candidates addressing these standards.

**Standard 3.3. Development of critical thinking and problem solving.** Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Met                      Met with Conditions                      Not Met

**Comment:**

Assessments 3, 4, 5, and 6 have been aligned to ACEI standard 3.3. See comments related to these assessments in Standard 3.2.

**Standard 3.4. Active engagement in learning.** Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Assessments 4, 5, and 6 have been aligned to ACEI standard 3.4. See comments related to these assessments in Standard 3.2.

**Standard 3.5. Communication to foster collaboration.** Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Assessments 4 and 5 have been aligned to ACEI standard 3.5. See comments related to these assessments in Standard 3.2.

**ASSESSMENT**

**Standard 4.0. Assessment for instruction.** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Assessments 1, 3, 4, 5, and 6 are aligned to ACEI Standard 4.0.

Assessment #1. The Professional Competencies Test is aligned to ACEI Standards 1.0, 3.1, and 4.0. Three years of data for 135 candidates show "averages" of 89%, 96%, and 93%. Subscore data are provided, but the numbers are higher than the Cayey candidates mentioned in the previous test. The data appear not to be specific to Cayey.

Assessment #3 is a Teaching Unit or Unit Plans. Data are aligned to ACEI standards 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.0 and 5.1. Rows of the rubric are aligned to multiple standards in the case of 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7. Data, however, are reported by the rows of the rubrics. Scores are spread over seven categories, with all except 1 candidate scoring at level 3, 4, or 5 on all items, related to each individual standard.

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The Teacher Work Sample is provided as Assessment 5. The narrative aligns the TWS to ACEI standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, and 5.2. Data are aligned to these standards, showing data (2.33-3.0) over time for three candidates in multiple content areas. All candidates scored a 2 or 3, mostly 3s, on each indicator. Data show candidates addressing these standards in TWS work.

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### PROFESSIONALISM

**Standard 5.1. Professional growth, reflection, and evaluation.** Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Met

Met with Conditions

Not Met

**Comment:**

Assessments 3, 4, 5, and 6 are aligned to ACEI Standard 5.1. Data from these assessments document that candidates address these standards.

**Standard 5.2. Collaboration with families, colleagues, and community agencies.** Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Met

Met with Conditions

Not Met

**Comment:**

Assessments 4, 5, and 6 are aligned to ACEI Standard 5.1. Data from these assessments document that candidates address these standards.

### PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

#### C.1. Candidates' knowledge of content.

State Licensure Tests sand Course Grades have been used to document candidate knowledge of content.

#### C.2. Candidates' ability to understand and apply pedagogical and professional content



**knowledge, skills, and dispositions**

To document candidates' ability to understand and apply pedagogical and professional content knowledge and skills, a teaching unit, the student teaching evaluation, and a community service project have been submitted.

**C.3. Candidate effects on P-12 student learning**

The Teacher Work Sample documents candidate effects on student learning.

**PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS**

**Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)**

Based on data from the diversity reflections in the Teacher Work Sample and Teaching Unit, the institution has begun to track candidate reflections over time to assure that these were sufficient.

The teaching unit appears to be working well for the institution. It "measures a candidate's ability to plan is a very strong tool that does not only show a candidate's capacity to plan instruction and to design curriculum but to manifest as well creativity based on theory and research."

"The field experience course has strengthen the TPP program as expected providing the need for extended experiences in school. Even though only 20 hours of direct contact are required Candidates frequently exceed them. The program faculty is committed not only to supervise the Clinical experience but to be part of the schools being available to give in service training to Teachers. The Cooperating Teacher course had in the last time it was offered January 2014 a school Teacher as one of the resources and it is expected to be offered the next time in a school using faculty and teachers as resources."

"The community service is an emblematic project of UPR Cayey and has been widely disseminated. Completers come back during their professional practice to offer their working place as Centers for the project. It has been a strong means in creating a liaison among candidates, Schools and the University."

**PART E - AREAS FOR CONSIDERATION**

Areas for consideration

**PART F - ADDITIONAL COMMENTS**

**F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:**

**F.2. Concerns for possible follow-up by the Board of Examiners:**

**PART G - DECISIONS**

Decision:

- National Recognition with Conditions. The program will be listed as nationally recognized on

websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

## NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY  
02 / 01 / 2017

**Subsequent action by the institution :** To retain national recognition, a report addressing the conditions to recognition must be submitted in accordance with the instructions below. The program has up to two opportunities to address conditions. If the program is submitting a Response to Conditions Report for the first time, the possible deadlines for submitting that report are 3/15/15, 9/15/15, 3/15/16, or 9/15/16. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 3/15/16 submission deadline; however, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the next report must be submitted by the date below. Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY  
09 / 15 / 2016

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

Because this is an Option C report, the reviewers examined the previous assessments and results as presented in the last review to make decisions about the assessments in this report. Since the time of the last report, ACEI is now examining the alignment of the rubrics in terms of getting "clean" data, by assuring that each element/row of each rubric is aligned to a single ACEI standard. The following "conditions" should be included in a "response to conditions" for full recognition.

The following conditions must be met to be fully recognized.

Assessment #1, the General Knowledge Test and the Professional Competencies Test provide scores for a much higher number of candidates than the other assessments. It is unclear whether the data from the licensure tests are specific to Puerto Rico in general or to the Universidad De Puerto Rico De Cayey candidates. Data on most Universidad De Puerto Rico De Cayey candidates has small numbers... 13 over three years.

Assessment #2 Course Grades: NCATE's Guidelines for Documenting Course Grades have not been used. Please find those guidelines on the NCATE website and in the resubmission, provide evidence as requested. "All SPAs will now accept grades in SPA-specific content courses..." Note, this indicates "content" courses, which we translate as not courses other than "content" courses. "Courses must be

required for all candidates in the program; elective courses may not be used as evidence." GPA (mean, range) should be included. If candidates are allowed choices of courses between two or three content courses, those courses should not be used because they are not "required" of all candidates.

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.