



INSTITUTIONAL REPORT April 2010



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**NATIONAL COUNCIL FOR THE ACCREDITATION OF
TEACHER EDUCATION**

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INSTITUTIONAL REPORT

UNIVERSITY OF PUERTO RICO AT AGUADILLA

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ACRONYMS

AACE	Association for the Advancement of Computers in Education
ACEI	Association for Childhood Education International
ACEI	Association for Childhood Education International
ACRL	Association of College and Research Libraries
APUA	Aguadilla Association of University Professors
AROP	Action Research Oriented Project
ASCD	Association for Supervision and Curriculum Development
ASDCPR	Association of Curricular Supervision and Development of Puerto Rico
CAI	Informatics Learning Center
CESPR	Puerto Rico Council of Higher Education
CETEM	Center for Educational Technology and Multimedia
CTQ	Cooperating Teacher Questionnaire
DEPR	Puerto Rico Department of Education
EDES	Special Education
EDFU	Educational Fundamentals
EDPE	Educational Pedagogy
FEOI	Field Experience Observation Instrument
FEPEI	Field Experience Performance
GPA	Grade Point Average
IDEA	Individuals with Disabilities Education Act
IGS	Índice General de Solicitud - General Application Index
INGL	English
INTASC	Interstate New Teacher assessment and Support Consortium
ISTE	International Society for Technology in Education
NACET	National Association of Special Education Teachers
NAEYC	National Association for Early and Young Children
NCATE	National Council for Accreditation of Teacher Education
OPEI	Office of Planning and Institutional Research
OTI	Office of Information Technology
PCMAS	Puerto Rico Teacher Certification Test
PPM-UPRAg	Teacher Preparation Program
PR-TESOL	Puerto Rico Teachers of English to Speakers of Other Languages
SPA	Specialized Program Area
TEED	Educational Technology
TESOL	Teachers of English to Speakers of Other Languages
TWS	Teacher Work Sample
UPR	University of Puerto Rico
UPRAg	The University of Puerto Rico at Aguadilla
WAOE	World Association for Online Education



Part One: Overview of the University of Puerto Rico at Aguadilla

A. University of Puerto Rico at Aguadilla (UPRag)

A.1. What is the institution's historical context?

The University of Puerto Rico at Aguadilla (UPRag) is one of eleven autonomous campuses of the University of Puerto Rico (UPR), a multi-campus public university system. UPRag is a co-educational public system of higher education, established in 1972 located in the northwestern region of the island. The PPM-UPRag was developed to comply with the educational needs of the Puerto Rican society. The candidates in this program come from a varied population. Many are from the mountain towns of the island, while others are from the cities and small towns on the Western side. Other candidates are also of Puerto Rican heritage but were raised in the United States. The Puerto Rican culture is a mixture of Spanish, Taíno and African, and this uniqueness is seen in the diverse candidate population.

UPRag is located near the town of Aguadilla (Figure 1: Location of the University of Puerto Rico at Aguadilla) within the municipality of the same name. The town was founded in 1775 by Luis de Córdova and is located on the northwestern tip of Puerto Rico, bordered by the Atlantic Ocean to the north and west, Aguada on the south, and Moca and Isabela on the east. (Figure 2: Location of Aguadilla) Aguadilla has 15 wards and the urban area. It is the principal city of the Aguadilla-Isabela-San Sebastian Metropolitan Statistical Area.

Figure 1: Maps of Location of University of Puerto Rico at Aguadilla

Figure 2: Location of Aguadilla

The Teacher Preparation Program (PPM-UPRag) was developed to satisfy the educational needs of the Puerto Rican society. The program offers the following degrees: Bachelor of Arts in Elementary Education, Bachelor of Arts in Education with a Major in English with Multimedia Technology (elementary), and Bachelor of Arts in Education with a Major in English with Multimedia Technology (secondary).

A.2. What is the institution's mission?

According to the UPRag Mission Statement, “The mission of the University of Puerto Rico at Aguadilla is to provide educational alternatives within the arts, sciences, and technologies that respond to the economic, social, and cultural needs of Puerto Rico, particularly those of the Northwestern part of the Island. Academic options include programs at the baccalaureate and

associate degree levels, professional certificates, and credit and non-credit courses for professional, technical, and personal development.”

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

UPRAG is a public, coeducational institution, one of the eleven autonomous campuses comprising the University of Puerto Rico System. The Campus is led by a Chancellor (Rector), while the System head title is that of President. It is located on a former air force base on the northwestern tip of the island. It serves a population largely drawn from the surrounding municipalities but with a large minority of students from other regions of the island.

The UPR System is governed by a Board of Trustees and a President who, as executive officer, presides over the University Board, and is assisted by vice presidents of academic affairs, research, and student affairs. The campus chancellor presides over the Administrative Board as well as the Academic Senate, and is assisted by deans of academic, administrative, and student affairs. The Dean of Academic Affairs oversees academic programs. A director leads each academic unit and reports to the Dean of Academic Affairs. Faculty governance is through the Academic Senate and representation in the Administrative Board, the University Board, and the Board of Trustees. Student governance takes place through a Campus Student Council, and representatives in the Units, the Academic Senate, the Administrative Board, the University Board, and the Board of Trustees. (Figure 3: UPRAG Organizational Chart)

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The PPM-UPRAG is headed by the Interim Dean of Academic Affairs, Dr. Sonia Rivera. The unit offers two programs: Elementary Education and English with Multimedia Technology. The Elementary Education program is offered in the Department of Education and Physical Education. Professor Nidza Marquez serves as department chair and program coordinator. The English with Multimedia Technology program is offered in the Department of English and has both an elementary and a secondary component. Doctor Myrta Rosa serves as department chair and program coordinator. Although no other unit is directly involved in teacher preparation, candidates must take classes in the Departments of Mathematics, Spanish, Humanities, Social Sciences, and Natural Science. PPM-UPRAG faculty and candidates also receive direct support from the Information Services Center (library) and the Center for Educational Technology and Multimedia (CETEM).

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

Table 1: UPRAg Professional Education Faculty 2009-2010

Professional Education Faculty	Full-time in the Unit	Full-time in the institution, but part-time in the unit	Part-time at the Institution and the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of Faculty	22		4		26

Uploaded Table 1a: Professional Education Faculty by Rank

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

Table 2 Initial Teacher Preparation Programs and their Review Status

Program Name	Award Level	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs	Program Report Submitted for Review (Yes/No)	State Approval Status	National Recognition Status by NCATE
Elementary Education	Bachelor's	197	ACEI	Yes	Yes	Nationally Recognized
English with Multimedia Technology (Elementary and Secondary)	Bachelor's	140	TESOL	Yes	Yes	Nationally Recognized

B.5 Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

UPRAg does not offer teacher education programs using distance learning technologies. No alternative route programs are offered.

CONCEPTUAL FRAMEWORK

C. Teacher Preparation Program (PPM-UPRAg)

C1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- the vision and mission of the unit
- philosophy, purposes, goals, and institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards
- summarized description of the unit's assessment system

The PPM-UPRAg conceptual framework can be seen at <http://ncate.uprag.edu/reports>.

The conceptual framework of the PPM-UPRAg is in keeping with the vision shared by the community of the University of Puerto Rico at Aguadilla (Figure 4: PPM-UPRAg Conceptual Framework). It is consistent with the vision and mission of the institution and is aligned rigorously with existing institutional, state, and professional standards.

The PPM-UPRAg Conceptual Framework includes the following components:

Vision of the PPM-UPRAg:

In accordance with the vision of the University of Puerto Rico at Aguadilla, the PPM-UPRAg responds to the commitment of being a model of excellence by preparing teachers who are knowledgeable, reflective, and transforming professionals in continuous learning, with the capacity to modify educational processes within a global and democratic society, and who appreciate the Puerto Rican society.

Mission of the PPM-UPRAg:

The mission of PPM-UPRAg is in harmony with the commitment of the University of Puerto Rico at Aguadilla. The unit is committed to the preparation of highly qualified elementary and secondary teachers with sound knowledge in general education and in the principles, concepts, and processes of the discipline they plan to teach.

Philosophy, Purpose, and Goals:

In harmony with its vision and mission, the PPM-UPRAg is grounded in a philosophical foundation that integrates the cognitive, humanistic and constructivist principles and is committed to developing a knowledgeable, reflective, and transforming teacher. These theoretical foundations are based on the ideas, schools, and research of Piaget, Dewey, Vygotsky, and Brooks and Brooks, among others.

Teacher candidates should be agents of change who promote social reconstruction, improve human coexistence, and exemplify respect for the values of a democratic and diverse society. Learning is geared toward methods of experimentation, research, planning, assessment, and participation. The PPM-UPRAg model for teacher education is structured around theoretical constructs, aimed at cultivating and promoting a professional who is a reflective practitioner and an agent of change.

Philosophy

The PPM-UPRAg embraces the following philosophical principles.

- Knowledge is an active process where the candidates are not just passive recipients of information, but active participants.
- Cognitive process is a result of the construction and interaction of the individuals with their environment to transform the teaching and learning experience in response to diverse cultural backgrounds and learning styles.
- Awareness of ethical and aesthetic values and appreciation of the Puerto Rican society and its relationship with other cultures promotes social commitment and responsibility.
- Technology literacy, as an innovative tool for education, empowers the individual; therefore, the teacher candidates are skilled in using a variety of technologies in instruction, assessment, and in their own research and professional development.
- Life-long learning is ingrained in the teacher candidates so that they are committed to pursue knowledge, reflect, inquire, and generate changes that will contribute to the student's learning experiences.
- Cognitive development occurs as the individuals act on their ideas in societal settings and reflect on their own learning experiences.

Purpose

The purpose of the PPM-UPRAg is to prepare teacher candidates to serve Puerto Rican society as highly qualified teachers.

Goals

The goals of the unit are aligned with the vision and mission of the Institution. These goals provide direction for the courses, teaching processes, candidates' performance and dispositions, services, and unit accountability. The teacher candidates:

1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively.
2. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences.
3. Evaluate the learning experiences continuously, in interaction with the faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning.
4. Apply the assessment process in teaching and learning practices.
5. Master and utilize the integration of technology as a facilitating and powerful creative tool in learning.

6. Demonstrate knowledge of the ethical values which reflect the social, historical, and philosophical foundations of the field.

Knowledge Base of the Unit

The knowledge base of the PPM-UPRAg conceptual framework derives from cognitive, constructive, and humanistic theories that guide field experiences, and the PPM-UPRAg student profile. Nourished by elements from learning theories of Dewey, Piaget, Vygotsky, and others, the unit has articulated its philosophy that has led to shape its core beliefs that drive the conceptual framework and program, in general. The knowledge base of the PPM-UPRAg guides the academic activities, as well as the content and pedagogical courses offered to candidates.

Six key elements (knowledge of discipline and pedagogy, ethics, technology, assessment, lifelong learning, and diversity) shape the theoretical framework that guide the development of knowledge, skills and dispositions infused through the PPM-UPRAg that integrate field and clinical experiences, community service, and interdisciplinary and research experiences providing a coherent and unified sense of direction within the University, and centered on the teacher candidate and student learning. (See Figure 4)

Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, are aligned with expectations in professional, state, and institutional standards. (See Exhibit C1.1a)

The knowledge base of the PPM-UPRAg guides the formation of teacher educators with the knowledge, skills, and dispositions essential to the profession. The candidates' knowledge, reflection, and inquiry are grounded in the principles of the cognitive-humanistic theories and the constructivist approach thereby becoming knowledgeable, reflective, and transforming teachers who are aware of their role as influential individuals in the student learning process.

The PPM-UPRAg, through an integrated vision and in harmony with the core areas identified in the Conceptual Framework Model (Figure 4), promotes in its candidates the commitment to respect diversity among their students who are learning through environments centered on the construction of knowledge.

Teacher Candidates' Proficiencies

The professional proficiencies of the candidates of PPM-UPRAg are aligned with the standards of the *National Council for Accreditation of Teacher Education* (NCATE), the principles of the Interstate New Teacher assessment and Support Consortium (INTASC), and the criteria established by the *Puerto Rico Council of Higher Education* (CESPR), the state agency which certifies the operation of the program. These proficiencies exemplify the beliefs embedded in the vision, mission, and philosophy of the PPM-UPRAg. The alignment can be seen in Exhibit C1.1b: Teacher Candidates Proficiencies Standards Alignment Matrix.

Relationship between Goals/Core Areas and Proficiencies

To attain its mission, and in concert with institutional goals and professional and state standards, the PPM-UPRAG is guided to develop a transforming, reflective and knowledgeable candidate illuminated in six areas: knowledge, technology, ethics, diversity, assessment and lifelong learning. These areas are infused through the PPM-UPRAG providing a coherent and unified sense of direction. The conceptual framework is a living document used as a guide to updating and revising all academic programs; it provides a structure for the unit to ensure coherency, consistency and collaboration, and also serves as one important component for the unit's continuous improvement of its assessment system.

Summary of the Unit Assessment System

The PPM-UPRAG possesses an assessment system to examine the efficacy of the program in the attainment of goals and expected candidates' proficiencies. An important goal is to demonstrate that teacher candidates meet the proficiencies in alignment with the standards of NCATE, INTASC principles and the criteria of CESPR. This is an ongoing process that allows faculty and candidates to know, understand, and articulate what they are doing and how it will help them meet their goals.

Through the assessment system, the unit ensures that the program and graduates are of the highest quality. Meeting this responsibility requires using information technologies in the systematic gathering and evaluation of information and making use of that information to strengthen the unit and program operations. Unit and candidate performance assessment data are analyzed and used to allocate budget priorities focused in the improvement of the teaching learning process, the budget priorities and unit's operation, faculty development, and program renewal. These assessment and evaluation methods are utilized constructively and from various sources to determine candidate's progress toward becoming knowledgeable, reflective, and transforming teachers.

Candidates are monitored and assessed through four transition points: 1. Admission to the institution and to the unit, 2. admission to student teaching, 3. student teaching, and 4. program completion. During each transition point, the PPM-UPRAG monitors and assesses the progress of candidates towards the unit goals and attainment of proficiencies, and ensures that they receive appropriate career counseling, academic advisement, mentoring or tutoring if needed. Figure 5: The PPM-UPRAG Candidates Proficiencies Assessment System Model takes into consideration the PPM-UPRAG conceptual framework and NCATE standards.

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

The PPM-UPRAG conceptual framework was developed and refined through meetings and conversations with the PPM-UPRAG faculty and candidates as well as in conjunction with UPRAG administrative personnel and input from cooperating teachers and principals. A steering committee consisting of the chairs, one faculty member and one candidate from each department in the PPM-UPRAG received input from the committees that worked on each section of the

conceptual framework. These recommendations were analyzed and incorporated into the document. Each version of the framework was presented to the faculty for approval. As a result, the PPM-UPRAG conceptual framework stipulates the structure for the teacher education programs in the elementary and secondary levels, and the foundation for the development of knowledge, skills, and dispositions that a teacher candidate must possess to teach in diverse scenarios of education.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Element 1- Content Knowledge

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

Table 4: Pass Rates on Puerto Rico Teacher Certification Test (PCMAS) Content Licensure Tests for Initial Teacher Preparation in English and Elementary Education

Academic Years	# of Test Takers English	English Overall Pass Rate	% Passing State Licensure Test English	# of Test Takers in Elementary Education	Elementary Education Overall Pass Rate	% Passing State Licensure Elementary Education
2006-2007	N=14	100%	83%	N=94	89%	81%
2007-2008	N= 25	96%	69%	N=50	90%	80%
2008-2009				N=46	100%	86%

Overall, candidates have achieved a pass rate above the island-wide cut scores. This demonstrates that the PPM-UPRAG has an impact on the candidate's professional and pedagogical knowledge.

1a.4 What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area?

The unit uses three different follow-up studies to evidence graduates preparation in the content area:

- PCMAS Graduates' Survey
- Institutional Graduates' Follow-up Survey
- Employers' Questionnaire

PCMAS Graduates' Survey

The data obtained from the PCMAS survey demonstrated that the PPM-UPRAG graduates stated that they acquired the content knowledge necessary to meet the standards of the profession. Two items from the questionnaire address their preparation in the content area. The majority of the graduates (94-96%) identified their preparation between very adequate and rather adequate. (See Table 1a.4a: PCMAS Survey Results)

Institutional graduates follow-up survey

The unit designed and administers a questionnaire addressed to all UPRAG graduates. The survey includes a section specifically addressed to the PPM-UPRAG graduates. The Institutional graduates' follow-up survey is administered upon program completion. The following table shows the graduates' level of satisfaction.

According to Table 1a.4b, during the academic years 2007-2009 the majority of program completers rated their preparation in the content knowledge area as proficient or excellent with a score between 92-98%, and 10% as average. These results demonstrate that the PPM-UPRAG fulfills the goals delineated in the Conceptual Framework.

Employers' Questionnaire

The PPM-UPRAG developed an Employer questionnaire during the summer of 2009. Therefore, the data for the academic years 2006-2009 was compiled during the academic year 2009-2010. The questionnaire is aligned with professional, state, and institutional standards to demonstrate candidates' knowledge. The school principals evaluate the graduates' performance on areas such as content knowledge, effectiveness of the teaching process, and planning. Fifteen (15) school principals completed the questionnaire; however, there were items that were not completed by all of them. (See Exhibit 1a.4c: Employers' Questionnaire)

Data reflect that in-service teachers are performing at the excellent level. Five criteria from this questionnaire address the content knowledge expected in the profession. Graduates achieved an average of 100% in all the items related to content knowledge. (See Exhibit 1a.4d: Results from Employers' Questionnaire on Content Knowledge) Therefore, data from employers show that the graduates from the PPM-UPRAG currently teaching at their schools demonstrated understanding of the central concepts, tools of inquiry, and structures of the subject matter(s) they teach.

The data presented in Tables 1a.4a and 1a.4b evidence that graduates strongly master the content knowledge that they need to perform according to professional, state, and institutional standards. Hence, they demonstrate in-depth understanding of the content they plan to teach.

1b. Pedagogical Content Knowledge

1b.3 What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below]

The unit uses two follow-up studies to indicate the graduates' mastery of the pedagogical content knowledge and skills area: PCMAS Graduates' Survey and Employers' Questionnaire.

PCMAS Graduates' Survey

The PCMAS Graduates' Survey includes two items in which graduates rate their mastery in pedagogical content knowledge upon completion of the program.

The data indicates that 96% of the graduates rate their mastery of pedagogical content knowledge between "very adequate" and "rather adequate". Graduates strongly agree that the PPM-UPRAG program of studies prepared them with in-depth understanding of the Pedagogical Content they

plan to teach (See Table 1b.3a). This fact correlates with the data and findings of the employers' questionnaire that show that in-service teachers demonstrate pedagogical content knowledge within their teaching practice. (See Table 1b.3b)

Employers' Questionnaire

Data from the Employers' Questionnaire includes five (5) elements that evaluate the graduates Pedagogical Content Knowledge and Skills. The scale from this questionnaire ranges between excellent and unacceptable. Data demonstrates that principals rated all the in-service teachers between excellent and proficient with an average of 100%. (See Table 1b.3b)

The analysis of the data of the two surveys indicates that the candidates demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards.

1c. Professional and Pedagogical Knowledge and Skills

1c.1 What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning?

Lesson Planning and Student Teaching Evaluation are two key assessments conducted during the student teaching practice that demonstrate the level of competence of candidates in professional and pedagogical knowledge and skills. These assessments measure the level of the candidates' mastery in methodology, assessment, classroom management, professional ethics, and policies. On site Exhibit 1c.1a: (Summary of Professional and Pedagogical Knowledge and Skills for Teacher Candidates) summarizes data from both assessments to demonstrate the professional and pedagogical knowledge and skills items included in these two key assessments. (See On site Exhibit 1c.1b Lesson Planning Rubric and Student Teaching Evaluation Rubric)

The criterion Candidates apply professional and pedagogical knowledge includes nine items that evaluate the required knowledge and skills. Table 1c.1 summarizes the data for academic years 2008-2010. Data reflects that 96 % of the candidates display a performance between proficient and excellent.

These data support that candidates master the professional and pedagogical knowledge and skills that the unit is committed to achieve: knowledgeable, reflective, and transforming educators who can facilitate learning for all students.

1.c.2 What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practices; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings?

Teacher Work Sample (TWS) and Action Research Oriented Project (AROP), also conducted during the student teaching experience, are two key assessments that demonstrate how candidates consider the school, family, and community contexts and prior experiences of students. Table 1c.2 summarizes data on professional and pedagogical knowledge and skills for teacher candidates: (Items 1a, 1b; 2a; 3a; 4a). The table shows the results of the PPM-UPRAG candidates' performance. Through these assessments, candidates identify a specific need within their school community, develop a plan to address it, implement the developed plan, and assess its impact.

During the academic years 2008-2010, 96% of the candidates scored between the excelling and proficient levels. These key assessments demonstrate that candidates are competent in the professional and pedagogical knowledge and skills related to foundations of education, diversity of student population, their role and responsibility in the professional community, and reflection on their practice. Moreover, with these projects they demonstrated the ability to identify needs and find solutions within the school community that may impact student learning.

1.c.4 What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills?

The unit uses two follow-up studies to measure graduates' preparation related to professional and pedagogical knowledge and skills: PCMAS Graduates' Follow-up Survey and Employers' Questionnaire.

PCMAS Graduates' Follow-up Survey

The PPM-UPRAG candidates are required to take the PR Teacher Certification test for the purpose of licensure. As part of the application process, candidates must complete a survey which includes a number of questions related to professional, content, and pedagogical skills.

The data on Table 1c.4a demonstrates that 100% of the graduates rate the item related to their professional and pedagogical knowledge between very adequate and adequate. Graduates strongly agree that the professional and pedagogical content knowledge courses they took prepared them to master the professional and pedagogical knowledge and skills of the field.

Employers' Questionnaire

Data from the Employers' Questionnaire includes six items to measure the graduates' professional and pedagogical knowledge and skills. Data demonstrates that principals rated in-service teachers between excellent and proficient. As mentioned before, not all of them completed all the items. Overall, they rated the in-service teachers between 94 and 96% in items related to professional and pedagogical knowledge and skills, as Table 1c.4b demonstrates.

1.d.3 What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn?

The employers' questionnaire is completed by principals who supervise in-service graduates. As stated above, questionnaires were administered for the academic years 2006-2009. Fifteen principals from the northwestern area have responded. However, not all items were completed by them. For instance, for item 5.1, three principals omitted this question and, as a result, the statistics reflects a score of 100%.

Among the performance domains assessed in this survey, three items address graduates' ability to help all students learn: Integrates the Subject Matters, Content Knowledge, and Skills to Meet Students' Needs (Item 1.7); Select and Develop Diverse Instructional Strategies and Technologies (Item 1.8), and Student's Academic Achievement (Item 5.1 from the Instrument). (See Table: 1d3: Employers Questionnaire)

Principals rated in-service teachers between Excellent and Proficient. These findings affirm that the PPM-UPRAg is fulfilling its goals and complying with its mission to prepare excellent teachers today for tomorrow.

1g. Professional dispositions for all candidates

1g.1 What professional dispositions are our candidates expected to demonstrate by completion of the program?

The professional dispositions identified by the PPM-UPRAg and which candidates should demonstrate by the time of completion of the program are:

- respect for diversity
- model and promote fairness
- demonstrate a reflective approach towards teaching and learning
- recognize that every student has the potentiality to learn and be successful

These dispositions are aligned with professional, state, and institutional standards.

Throughout the transitions points and learning process, candidates develop and acquire these four main dispositions that will guide their professional performance and that represent the PPM-UPRAg Conceptual framework. These behaviors create caring and supportive learning environments that encourage all students to learn.

Candidates at the program demonstrate respect for diversity and recognize that every student has the potentiality to learn and be successful. They model and promote fairness as they reflect towards the teaching and learning process to make adjustment in their practice.

As a result of this self-assessment process, the four dispositions are now included in the syllabi and discussed with candidates at the beginning of the semester and throughout each course. Candidates at the PPM-UPRAg represent a varied group that is influenced by the historical, social and economic background of the northwestern region of the island. Their backgrounds

make them more aware of the students' needs and the importance of making learning a tool for success.

1g.2. How do the candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn?

Candidates are encouraged to demonstrate fairness and the belief that all students can learn during student teaching. Clinical and field experiences allow the candidates to demonstrate that they model and promote fairness, a disposition which is strongly encouraged throughout the program. The PPM-UPRAg supports that all candidates have the opportunity to visit partner's schools with diverse populations since the beginning of their admission to the program. During these field experiences candidates are required to observe, analyze classroom settings, and be able to design possible strategies to improve and modify the contextual factors that may impact the student learning. Teachers serve as role models for fairness and equity in the classroom environment. As candidates progress in their studies, they participate in various experiences that are assessed with Field Experience Observation Instrument (FEOI) and Field Experiences Performance Evaluation Instrument (FEPEI).

During the clinical practice, the candidates demonstrate professional dispositions as they are evaluated using the Student Teaching Evaluation instrument, and the Teacher Work Sample (TWS). Student teaching supervisors aggregate data from both instruments to assess these dispositions. Table 1g.2 presents the items that measure dispositions from key assessments mentioned above. (See Exhibit 1g.2 Assessment of Dispositions)

Student Teaching Evaluation

The student teaching experience is the culminating phase that provides the candidates the opportunity to integrate all the knowledge, skills, and dispositions acquired during the formative experience and transition points of the PPM-UPRAg. Student Teaching Evaluation is one of the key assessments that measures dispositions. Among the dispositions assessed by this instrument, are fairness and the belief that all students have the potentiality to learn. Data demonstrates that candidates achieve higher scores as they are immersed in the student teaching experience and become more aware of the standards that rule the profession.

Candidates demonstrate fairness by establishing individual goals according to the student's needs and abilities. Candidates fulfill this disposition as they display a sense of integrity and equity. Data in this table shows that the candidates scored at the 100% level in this item.

TWS (Teacher Work Sample)

The PPM-UPRAg believes and promotes among its candidates the disposition that all students have the potentiality to learn. The TWS provides opportunity for candidates to impact student learning. Candidates should begin to prepare this instrument as soon as the teaching practice begins. The instructional unit can be designed to cover a one to three week period.

Candidates are required to demonstrate that they address students' individual needs and abilities. They diversify the learning process, taking into consideration social, economic, and developmental particularities. They have to identify the contextual factors and how these affect student learning. At the same time, candidates are expected to inquire and provide a rich learning scenario, making the necessary adjustments so all students can learn. Data shown in Exhibit 1g.2 indicates that more than 97% of the candidates perform at the excelling level.

Table 1g.2 summarizes the level of performance of candidates in the items related to the dispositions discussed above.

1g.3 What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Exhibit 1g.2 includes the dispositions that represent the PPM-UPRAg and that are strongly emphasized by the unit. These dispositions are discussed and modeled by the faculty throughout the courses. The pedagogical content knowledge of each course is aligned with the expected behaviors as professionals and members of a learning community. As the candidates participate of the student teaching experience, the supervisors and cooperating teachers assess them in program dispositions. Therefore, they must demonstrate caring behaviors by creating supporting environment considering students, community, school, and family.

Table 1g.3 summarizes the level of performance of candidates in the items related to the dispositions discussed above.

1g.4 What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

The PPM-UPRAg administered an employer questionnaire to obtain feedback from the school principals on the graduates' performance in the learning community. The professional dispositions as delineated in the PPM-UPRAg Conceptual Framework were included on this survey. The items that measure these dispositions are:

1.7 Demonstrates ability to identify and understand student differences to make adjustments in the teaching and learning process in order to meet the students' individual needs.

1.9 Applies knowledge of human development in the teaching process

1.14 Reflects on the teaching and learning process

1.17 Uses a variety of assessment techniques to demonstrate student achievement

2.3 Interacts with students in a fair manner

4.2 Accepts students' diversity and respects differences

Table 1g.4 shows that the school principals reported that 95% of the PPM-UPRAg graduates currently teaching demonstrated the expected professional dispositions at the excelling or proficient levels.

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

2a. Assessment System**2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?**

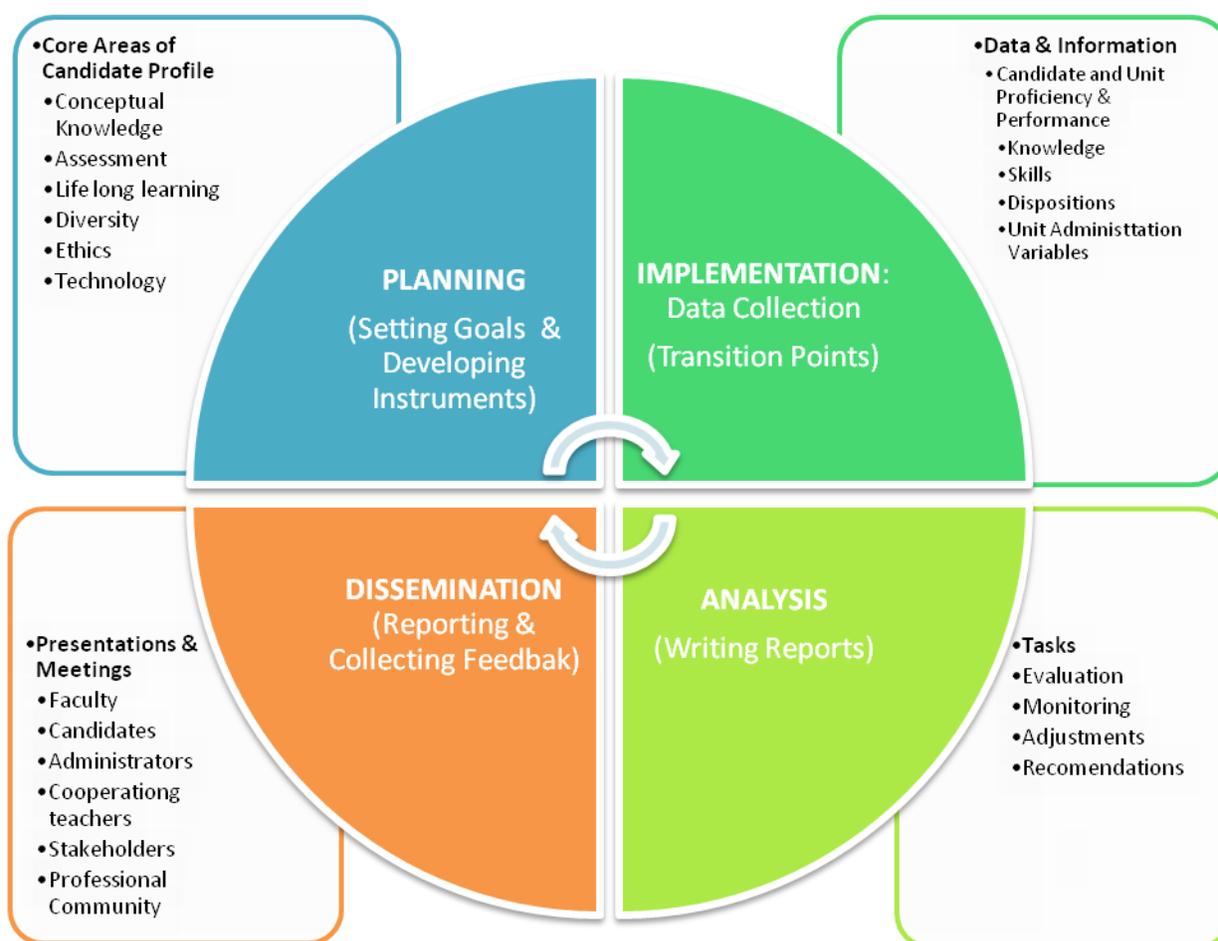
The unit has designed a comprehensive assessment system that articulates multiple assessments that gather and document information about the knowledge, skills, and dispositions of candidates, as well as unit administrative variables in order to monitor and improve candidate performance and unit operations. The system integrates internal sources of information such as, grades, teaching-supervisor reports, and specific instruments designed to measure candidate proficiency and performance. (Figure 5: PPM-UPRag Candidates Proficiencies Assessment System Model Assessment Model) External sources of information are also used, for example, results of state licensure exams (called PCMAS) which assess academic and professional knowledge, and employer and candidate satisfaction surveys. Moreover, in order to ensure that candidates meet the proficiencies established in the unit's conceptual framework and standards stipulated by NCATE, ACEI, TESOL, and state requirements as described in the candidate profile, the unit gathers quantitative and qualitative data on the candidates' progress and accomplishments. (Exhibit 2a.1: PPM-UPRag Teacher Candidates Proficiencies-Standards Alignment Matrix)

The system supports learning by providing opportunities for interaction and exchanges of information among candidates, faculty, cooperating teachers, administrative personnel, and the professional community. This collaboration provides opportunities for developing appropriate circumstances for adjustments and improvement of performance. The assessment system (Figure 6: Unit Assessment System) provides a continuous nonlinear recurrence relation between its components (planning, implementation, analysis, and dissemination) because of its successive terms of a sequence. This nonlinear system is an ongoing cycle that allows the unit-head and program directors to operate with some flexibility. This permits entering at various stages to make necessary adjustments based on the continuous flow of data and feedback.

The system considers varied sources of information, such as: exams, candidate portfolios, reflective journals, interviews, supervision and observation reports, candidate work samples, and results of state certification exams. The assessment data is analyzed and recommendations are developed and executed. The system focuses on the teacher candidate as the center of the educational process. The system is organized around the six core areas of the unit's conceptual framework: 1) conceptual knowledge, 2) assessment, 3) life-long learning, 4) diversity, 5) ethics, and 6) technology. Moreover, the system involves a continuous and collaborative effort which compiles candidate performance data from each of these components along four continuous transition points: 1) Admission to the University and Unit program, 2) Admission to Student Teaching, 3) Student Teaching, and 4) Program Completion. The process ensures that candidates receive appropriate career and academic counseling, and tutoring services.

The key assessments were developed collaboratively by the faculty at UPRAg. The instruments and corresponding scoring guides and rubrics are administered to determine candidate performance and formative development at four transition points. The findings are analyzed by the faculty to identify tendencies and unit-program strengths and areas that need improvement. For example, if candidates do not demonstrate a satisfactory alignment level in written communication skills, extensive writing workshops are offered to improve their performance. If a graduate does not pass the state licensure exam, a recommendation to repeat certain courses and/or participation in professional development workshops would be recommended.

Figure 6: Unit Assessment System



2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6.

Table 6: Unit Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
Elementary Education & English with Multimedia Technology	General Admission Index of 260 or higher	<p>General Point Average of 2.50</p> <p>Grades of C or above in pedagogical content knowledge and skills</p> <p>Field experience assessment instruments</p> <p>Meet at least 70 percent of the proficiencies assessed in the rubric</p>	<p>TWS performance level of 85 percent or above</p> <p>Questionnaire performance level of 85 percent or above</p> <p>A minimum grade of B in the practice</p>	<p>GPA of 2.50 or higher</p> <p>PCMAS: Fundamental content with a minimum score of 92 percent</p> <p>Professional and pedagogical knowledge: at the elementary level a minimum score of 89 percent; at the secondary level: a minimum score of 87 percent.</p> <p>Approval of all credits that comprise the program: Elementary Education, 137; Education with a Major in English with Multimedia Technology, 120;</p> <p>Pass Student Teaching with a B or higher.</p>	Follow-up Surveys of Graduates 1 & 3 Years after Program Completion,

2a.3. How is the unit assessment system evaluated? Who is involved and how?

The assessment system follows a comprehensive and systematic procedure designed to gather relevant quantitative and qualitative data and information in order to monitor and measure candidate, unit, and program performance. Specifically, the system includes two unit program assessment committees. Each committee is headed by a coordinator who schedules meetings and supervises assessment tasks. The two program assessment committees are charged with the responsibility of compiling, summarizing, analyzing, and reporting the findings along with appropriate recommendations for changes and adjustments. The committees are supervised by the UPRAg assessment coordinator who is selected by the Dean of Academic Affairs.

The unit's assessment system assures accountability of candidate, program and unit operations. This is made possible through a collaborate effort that is based on a clear feedback process that ties assessment to ongoing revision of the curriculum, to instruction, and to unit operation. The role of the assessment committees is to sustain the assessment system by the coordination of retreats, a calendar of working sessions, and systematic meetings to assure the participation and collaboration of all members of the professional community. These processes contribute to the development of the assessment instruments and rubrics consistent with the conceptual framework, and to facilitate the evaluation of the assessment system through the discussion of findings on a regular basis. During these sessions, candidates and faculty review candidate performances on the assessments completed during each transition point. The results inform and advise them about forthcoming next steps for courses, field experiences, PCMAS preparations, and related matters. Plans are collaboratively designed, so that the program sequence can be followed to ensure overall improvement and success.

The program assessment committee coordinators aggregate data every semester and share the information with the unit and the UPRAg assessment coordinator who advises the Dean of Academic Affairs. The assessment committees attend focus meetings every semester with cooperating teachers and are open to sharing data relevant to the discussions. The assessment system assures that the faculty, candidates, advisory committee and other members of the professional community voice their concerns. This effort allows the unit to analyze its current data and to improve the assessment process by creating new assessment tools and tasks.

Each assessment committee develops a work plan that correspond to the goals, objectives, and evaluation measures used to manage and improve the unit operations and programs. Data is compiled and analyzed, and the findings are reported to all stakeholders. Access to relevant assessment documents is assured through the unit's web-page and orientation and evaluation discussions are regularly scheduled. To confirm the accuracy of the findings, gauge the practical use of the assessment instruments and evaluate overall assessment procedure, the assessment committees meet at regular intervals throughout the academic year. To this end, the committees also schedule meetings that incorporate the faculty and teacher candidates in the overall evaluation of the assessment system.

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

The unit is committed to the continuous revision and refinement of the assessment process so as to eliminate sources of bias, and to ensure the fairness, accuracy, and consistency of the assessment procedures. The unit systematically collects and reviews unit-wide and program specific data from multiple assessment sources at various times during the academic year. It is the responsibility of the assessment committees to analyze the data and to assure the accuracy, fairness, and consistency of the assessments and the administrative procedures.

To assure fairness, each program schedules meetings throughout the academic year to discuss and evaluate candidate development and the effectiveness of assessment instruments. Through a systematic review and discussion by a broad range of stakeholders which include faculty, candidates, cooperating teachers, and administrative personnel, the unit assures that all candidates and transition points are accurately assessed. All instruments and rubrics used as part of the assessment system are aligned with the competencies of the conceptual framework, and with state and professional standards. These instruments are continuously subjected to revision and refinement based on the results of the evaluation procedures.

Accuracy and consistency is ensured by integrating multiple assessments and evaluation procedures that occur along four transition points: 1) admission to the university and unit program, 2) admission to student teaching, 3) student teaching, and 4) program completion. The variety of assessments at different transitional points allows for comparative analysis and evaluation leads to necessary adjustments to improve the quality of the assessment instruments and administration procedures. The assessment committees ensure that all transition points are consistently and accurately assessed. Much effort has been made to design instruments that measure candidate performance. Student teaching supervisors currently use the Practice Teacher Manual (on site Exhibit 2a.4) which is a guide for the practice supervisor. In addition, all course syllabi are continuously revised to assure that candidates are provided with sufficient opportunities to develop the proficiencies outlined in the unit's conceptual program. All course syllabi are also aligned with state, national, and professional standards. The conceptual framework is also aligned with the specific SPA standards.

Moreover, to ensure fair and unbiased assessment procedures, all data and findings are submitted to the unit, OPEI, and assessment coordinator under the Dean of Academic Affairs for statistical analysis and further evaluation. The multiple sources and levels of analysis and evaluation allows for triangulation which ensures accuracy, consistency and the avoidance of bias. Based on this systematic assessment procedure, the unit takes the corrective actions necessary to improve the transparency of the assessment instruments and procedures.

2a5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

The main sources of information for assessments and evaluation used to manage and improve operations and unit programs are the following:

State Licensure Examination (PCMAS in Spanish): Upon completion of the Unit programs, all candidates must meet or exceed the state pass rate scores of the PCMAS. The PCMAS is administered once a year and includes a general knowledge component, a professional component for the elementary and secondary levels, and a specialization component. All candidates must pass the PCMAS to be certified as teachers in Puerto Rico. Examination results are used by the institution to evaluate the performance and quality of the unit programs. PCMAS reports are particularly useful in comparing and evidencing UPRAg teacher candidates' academic and professional knowledge and the unit's overall performance in relation to other teacher candidates and other teacher preparation programs of institutions in Puerto Rico. PCMAS results are also useful in advising teacher candidates as to remedial help and reinforcement in areas where they have not measured up to expectations. Candidates who do not pass the PCMAS are notified, in writing, that they must complete a sequence of specific courses to improve academic and professional performance.

Institution Exit Survey: The survey takes the form of a questionnaire that is administered to all graduates. In this survey, candidates are asked to answer questions which are aimed at obtaining data and information regarding the quality and administration of the unit. Candidates are asked for specific recommendations to improve the unit's programs and its operations. Data are compiled and evaluated for decision making in regards to the unit's curriculum and procedures.

Employer Questionnaire: This instrument is administered to employers one year after the program completers are teaching. The questionnaire aims to inquire about the teaching performance of program completers and the employer's insight and satisfaction. Employers are asked to answer specific questions related to the program completers that they employ and supervise. The data and information garnered is used to make decisions which may include recommendations to enhance candidate proficiency and improve unit program operations. Data results are analyzed and evaluated for decision making in regards to the unit's course content, overall curriculum, and operational procedures. This questionnaire integrates the participation of external sources in the assessment process.

Cooperating Teacher Questionnaire (CTQ): During their student teaching, candidates' knowledge, skills, and dispositions are assessed using the CTQ. The CTQ is administered by the cooperating teacher to assess the knowledge achieved by the candidates. The data and information obtained is used to determine whether the candidates have met professional, state, and institutional standards and have demonstrated proficiencies that support learning by all students.

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- How are the data collected?**
- From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- How often are the data summarized and analyzed?**
- Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
- In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
- What information technologies are used to maintain the unit's assessment system?**

The unit gathers information and aggregates data from the Registrars' Office and the OPEI and assessment information for statistical analysis and further evaluation. This analysis occurs along four transition points (Admission to the university and unit program, Admission to Student Teaching, Student Teaching, and Program Completion). The results are presented to the faculty for analysis and recommendations for program improvement. The Unit programs determine their plans for improvement based on these results and on departmental goals for the academic year.

Furthermore, in an effort that seeks the advice of the academic and general community, program and institutional assessment and evaluation reports are periodically produced and disseminated via official exchanges of information with other institutions and organizations and by publication on the institution's program web sites. Stakeholders and interested parties have complete access to assessment and evaluation reports and are asked to comment and make recommendation for program improvement.

The assessment system procedures follow a continuous cycle that includes four stages: The first stage involves planning, which includes: a) the identification of proficiencies and expected performance levels, and b) the design of methods and instruments. The second stage involves the implementation of assessments and data collection and processing. The third stage entails a continuous process which includes: a) analysis of findings and developing corresponding recommendations, and b) writing reports. The fourth stage involves: a) the dissemination of results, b) implementation of recommendations, and c) collecting feedback. Thus, the assessment system provides a continuous recurrence relation between its four stages: 1) planning, 2) implementation, 3) analysis, and 4) dissemination. This process involves the active participation of the assessment committees which coordinate the execution of the assessment operations and procedures. The assessment committees respond directly to and are supervised by the Program Directors and the Dean of Academic Affairs. Exhibit 2b.1 (Candidate and Unit Operations and Program Quality Assessment), summarizes the process and time line used in the system's assessment of candidate performance, unit operations, and program quality.

2b.2. How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

The overall design of the assessment system is to facilitate the exchange of information that will facilitate decision making and promote accountability at all levels. This system depends on an effective process that nurtures and promotes critical analysis and constructive feedback from the entire professional community. The assessment committees coordinate a calendar of working meetings designed to discuss findings and aggregate additional information. The committees also solicit the collaboration of the faculty and the professional community in the improvement and development of assessment instruments and procedures in order to improve the assessment system.

The unit programs have designed a comprehensive assessment system that articulates multiple assessments that gather and document information about the achievement, skills, and abilities of candidates, as well as unit administrative variables in order to monitor, measure, and improve program and unit operations. The system integrates internal as well as external sources of information such as, exam results, course grades, clinical experience-supervisor reports, cooperating teacher assessment reports, survey-questionnaires, and the specific instruments designed to measure candidate proficiency and performance, results of state licensure exams on the achievement of academic and professional knowledge.

This information is gathered and analyzed at four transition points throughout the program. The information and data are compiled, analyzed, and disaggregated by committees with different responsibilities and purposes. The information is also presented to the faculty in the form of reports, charts, tables, and formal presentations of findings. Reports are also presented on the institution and program web-pages so that stakeholders are free to use the information for their own analysis, recommendations, and other professional pursuits.

Furthermore, the unit programs publish and make available assessment data results to the professional community by means of bulletin boards, annual reports, assessment reports, candidates' orientations, meetings, and faculty retreats, workshops, dialogues, and courses offered to teachers. Examples of these are: dissemination of results of teacher candidate performance in the PCMAS, faculty meetings, Academic Senate and Administrative Board meetings, workshops for cooperating teachers, bulletin boards, and in the institutional web-page. The unit will continue working toward maintaining the quality of the program and faculty; revising the curriculum, the means of assessment, and promoting the growth and development of candidates' knowledge, skills, and appropriate dispositions necessary to impact student learning.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

To facilitate the reporting and resolution of candidate complaints, the unit adheres to processes specified in the UPR General Student Regulations Handbook. (On site Exhibit 2b.3a) This procedure requires that the candidate file a written confidential statement specifying their complaint. The Program Director, Dean of Academic Affairs, or the Dean of Student Affairs then meets with the candidate to address complaints.

In most complaints at UPRAg a candidate first reports a complaint to the faculty member. If the matter is not resolved at this level, he or she takes the complaint to the program director and, if necessary, to the Dean of Academic Affairs or the Dean of Student Affairs where most minor complaints are resolved. Each program keeps a file on candidate complaints and their resolutions which is made available to assessment committees as part of the information necessary for improvement of administrative and academic performance.

UPRAg has an institutional policy in place for formal student complaints that may demand a resolution involving disciplinary action. If a candidate wants to file a formal complaint, he/she will be instructed to follow the appropriate procedure as specified and described in the UPRAg Catalog. (Exhibit 2b.3b) According to this procedure, the candidate is directed to visit the Office of the Student Ombudsperson, which has been assigned the responsibility of filing an official report of the complaint and initiating an investigation leading to an eventual resolution. The student ombudsperson is a faculty member designated by the chancellor to uphold standards of open dialogue and mediation of conflicts. It is regulated by UPR Board of Trustees Certification 32-2005-2006 (Exhibit 2b.3c). All reports, evidence, proceedings, and resolutions are confidential and kept on file in the Office of the Student Ombudsperson.

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

The unit is committed to strengthening and expanding the realm of coordination and dissemination of assessment data for continuous improvement of academic and administrative operations. With this purpose in mind, the assessment system provides for the systematic use of assessment data in order to make appropriate changes and improvements in overall program operations and candidate and unit performance. More specifically, the ongoing assessment procedures make possible the continuous revision of academic and administrative operations, and enable refinement of assessment instruments, adjustments designed to improve academic program operations, and upgrading of overall performance.

The role of the assessment committees is to guide the assessment process by coordinating instrument administration, scheduling meeting and retreats, developing a calendar of working sessions, and systematically overseeing the assessment tasks to assure the participation and collaboration of all members of the professional community. These processes contribute to the development and adjustment of assessment instruments and facilitate the implementation of improvement strategies. During the course of each academic year, the assessment committees discuss and report findings at faculty meetings, where candidates have representation.

In order to make a knowledge-based decision, faculty, cooperating teachers, teacher candidates, members of the professional community, and assessment coordinators meet with unit program directors on a regular basis. A candidates' group meeting is also convened each semester. During these sessions, candidates, faculty, and advisory committees review candidate performance, the

assessment instruments used, as well as possible adjustments in course content, teaching strategies, and the course contact hours allotted to different proficiencies and skills. The assessment discussions usually lead to planning sessions in order to improve courses, field experiences, PCMAS candidate orientation and preparations, and related matters.

More specifically, the unit program directors and various unit faculty members attend focused meetings every semester with cooperating teachers in area schools and are open to sharing data relevant to program improvement. When a concern or desire for change is expressed, the unit analyzes its current data and may even create an assessment tool to gather new research. If this decision constitutes a unit change, sometimes it may be referred to the Dean for Academic Affairs and/or the Academic Senate in order to be approved.

The unit program directors also collect other program data such as student evaluations of faculty members who teach the professional education courses. These data are analyzed and compared with that of other faculty to identify opportunities for improvement. Data are used to better decide about faculty teaching loads and the appropriateness of faculty for particular courses and/or field experiences, in order to maximize the outcomes for candidates and improve the courses, programs, and clinical experiences. These data is also useful in planning faculty development activities and workshops. These workshops usually address individual collective faculty needs to improve their teaching, research, and service.

These assessment activities are instrumental in the unit's planning process to enrich curricular experiences so that all candidates will benefit from the exposure and interactions with peers from different institutions and backgrounds. The unit program directors also work with unit faculty and the Dean of Academic Affairs to assess resources needed to meet program goals. This information is used to develop the budget for the upcoming year. For example, as a result of the analysis of findings of academic year 2006-07, 2007-08, and 2008-09, several changes have been recommended, and some of them are at the implementation phase.

2c.2. What data-driven changes have occurred over the past three years?

In recent years, the unit's main goal has been to institutionalize assessment procedures for unit program improvement. To accomplish this endeavor, the unit has undertaken practical efforts to expand the collection and use of data for program improvement. As a result of data gathered during 2006-2007, 2007-2008, and 2008-2009 academic years, several changes have been recommended and implemented. The following list summarizes some of the improvement measures instituted as a result of assessment efforts:

- a. The institutionalization of program assessment committees and a unit assessment committee that assume the responsibility of coordinating the collection and dissemination of assessment data
- b. The development of program assessment work-plans to guide and ensure that responsibilities and assessment tasks are carried out according to plan
- c. The scheduling of unit faculty meetings during the course of each semester. These meetings are intended to share data and, follow up, adjustment, and developing of

strategies aimed at upgrading program and unit operations and improving overall academic performance

- d. The scheduling of annual meetings with department chairpersons in order to disseminate assessment data, receive feedback, and coordinate improvement efforts
- e. Annual one-day unit faculty retreat for collaboratively setting goals, planning, data sharing, analysis, and decision making
- f. The development of assessment instruments for the collection of specific information and that can lead to program improvements
- g. The revision of syllabi so that unit and SPA standards are reflected and appropriately aligned to course goals and objectives
- h. The involvement of candidates in the overall assessment effort by incorporating candidates' representatives into the assessment committees
- i. Use of the unit's web-page to share and disseminate data and information, as well as receive feedback from candidates, faculty, and all stakeholders

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

Faculty members have two forms of direct access to candidate assessment data and the data assessment system. First, a hands on approach where the faculty can aggregate course assessment and candidate dispositions and program data at UPRAg unit program portal for review and application to the courses they teach and to candidate student teaching. Faculty members form an essential role as evaluators in all programs in which they are instructors and have access to candidate data or the data system. Faculty members are free to request assessment data from the program director and research data from the OPEI. The requested data are delivered to faculty via email or hard copy, according to faculty preference. In addition, faculty also access data when they participate in assessment meetings, assessment workshops, and dissemination of assessment information activities. At that time, they may initiate data-driven changes by following established unit procedures described above.

Second, the faculty have access to candidate assessment data through reports that include data on pre-student teaching and student teaching evaluations, course grades, licensure scores (PCMAS), and candidate completion surveys, and employer satisfaction surveys. In addition, they can request approval to access PCMAS comparative reports. They also have access to annual reports prepared by department heads, dean of students, dean of academic affairs, dean of administration, and the chancellor's annual report, as well as the research data provided by OPEI for the university, and unit and program-wide assessment committee reports. These reports are posted online through institutional web-pages.

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on, and improve their performance and programs?

Assessment data are shared with candidates, faculty and other stakeholders through a variety of meetings, reports, and presentations throughout each academic year. Faculty, candidates, and administrative personnel are informed of the unit performances. Assessment data and reports on all candidate and program requirements are disseminated in orientation and planning sessions

each semester. Additionally, the program directors schedule meetings with individual candidates to discuss issues of personal improvement.

Other meetings are scheduled to provide enhanced opportunities to learn about and provide input to program updates and changes. Faculty and assessment committee meetings are the primary settings in which candidate and program data are reviewed and used. Each semester, reports are provided to the teacher education faculty. Reports on candidates and the program are presented for discussion and feedback. At these meetings, faculty, candidates, and others are engaged in a review of candidate status, program status, and other data for the purpose of identifying needed changes for improvement.

The unit publishes and makes available assessment data results to the professional community by means of bulletin boards, annual reports, assessment reports, candidates' orientations, meetings, and faculty retreats, workshops, dialogues, and courses offered to teachers. Examples of these are: dissemination of data and reports of candidate and program performance and achievements at faculty meetings, Academic Senate and Administrative Board meetings, workshops for cooperating teachers, bulletin boards, and on the institutional web-page (<http://www.uprag.edu> and <http://english.uprag.edu>).

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

Element 3a. Collaboration between Unit and School Partners

3a.1 Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

The PPM-UPRAg partners in the design, delivery and evaluation of learning, field and clinical experiences are 27 schools located in the western region from the districts of Aguadilla, Aguada, Moca, Isabela, Quebradillas, and San Sebastián. Official policies from the Puerto Rico Department of Education establish and emphasize the collaboration and responsibility of the Department and the universities regarding the preparation of future teachers. (Exhibit 3a.1: Official Documents) (<http://www.de.gobierno.pr>) These policies establish that public schools are clinical practice centers committed to facilitate a variety of field and clinical practice experiences.

Concerted efforts are developed by the PPM-UPRAg to foster a positive and productive collaboration with the unit's school partners in an effort to provide candidates both field and clinical experiences necessary to help them become highly qualified teachers.

3a.2 In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

School-based personnel, school principals, and cooperating teachers collaborate in formal and informal ways offering feedback on the design, delivery and evaluation in the various stages and phases during the process of preparing teacher candidates through an advisory committee. These partners are becoming an advisory committee to support the unit's program operation and recommend changes to revise the conceptual framework. They are active participants in the alignment of field and clinical experiences.

The PPM-UPRAg faculty and clinical practice supervisors gather relevant information from suggestions and recommendations offered by the school-based personnel, school principals, and cooperating teachers during the different phases of the design, delivery and evaluation regarding the development of rubrics and key assessments implemented for field and student-teaching experiences, as well as candidates' placements, cooperating teachers' qualifications, and evaluation processes.

Field and clinical experiences are achieved with the collaboration of the school district, school-based personnel, school principals, and cooperating teachers. School partners provide candidates with opportunities to observe, assist, teach and interact with families and communities. Teacher candidates are immersed in selected real educational K-6 and 7-12 scenarios which include students with exceptionalities and with diverse ethnic/racial, linguistic, gender, and socioeconomic background. School partners also provide teacher candidates opportunities to interact within the school setting through tutoring, designing instruction, assessment and evaluation instruments, and teaching experiences in which candidates implement the use of technology as a valuable tool throughout their teaching process.

Candidates are provided structured and supportive coaching and mentoring which leads them from an observing process to a co-teaching experience to a fully independent and reflective practitioner in clinical practice. These experiences allow candidates to reflect about their effectiveness to support student learning.

School-based personnel, school principals, and cooperating teachers monitor and evaluate candidates' teaching performance, and provide feedback and recommendations to the unit regarding the quality of field experiences and clinical practice coursework.

3a.3 What is the role of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

Candidates' placement is a shared responsibility of the unit's faculty, clinical practice supervisors, school principals, school-based personnel, and cooperating teachers. The unit maintains a listing of schools for field experiences and clinical practice. Supervisors communicate with principals and school based faculty and ensures that the listed schools provide candidates with opportunities to interact with and teach diverse students. Student teacher supervisors send the principals official presentation letters with the candidates. The school principals collaborate by facilitating the teaching-learning scenario. Cooperating teachers must comply with the PPM-UPRAg and the Puerto Rico Department of Education (DEPR) policies and with the unit's conceptual framework.

Placement policies include avoiding relatives as cooperating teachers. Distance from home is not considered in placement.

Candidates are placed in pairs, either teaching the same subject in different grades, teaching the same subject to different groups, or teaching different subjects in the same grade. This arrangement has proven to be successful since candidates give each other feedback and support, as well as positive reinforcement and modeling.

Candidates are referred to participating schools that have agreed to accept candidates in both field and clinical experiences and that have qualified as practice centers. They are placed with highly qualified teachers.

3a.4 How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

The PPM-UPRAg and the school partners share expertise and resources to support candidate learning during the process of visits and other instances of professional growth. Teacher candidates participate in activities organized by the DEPR, the school principal, and their cooperating teacher. During classroom visits, the supervisor and the cooperating teacher share observations and offer recommendations to the candidate in order for them to improve their teaching performance

The unit enriches school partners' experiences as they become mentors in the process of preparing teachers that could prospectively become part of their school faculty. Collaboration

between the unit and school partners has been a key element to the success of the program. The three credit course that the Puerto Rico Department of Education requires “Preparatory Course for Cooperating Teachers” (valid for five years) is offered in the unit yearly by clinical practice supervisors in order to certify cooperating teachers for the PPM-UPRAG. Afterward, cooperating teachers must be re-certified by taking a one credit course. Through these courses, cooperating teachers receive orientation regarding the PPM-UPRAG conceptual framework, the unit’s proficiencies and professional dispositions, and key assessments, among others. Cooperating teachers have the opportunity to make recommendations regarding the quality of the unit’s coursework field and clinical practice experiences. (Exhibit 3a.4: Syllabus for EDPE 4070)

The PPM-UPRAG contributes to the professional development of cooperating teachers and school principals and school-based personnel opportunities by offering them in-campus workshops, conferences, and seminars such as: Strategies for Teaching Diverse Students, Assessment of Student Learning, Teaching Strategies, Integrating Technology in the Teaching Process and Planning.

School partners share their insight and knowledge on changes that are affecting the school system and how our candidates can adjust to these changes to help all students continue learning. They offer seminars to the unit’s faculty and candidates such as Law 177 for the Protection of Children, The Constructivist Teacher, The Teachers’ Professional Standards, Teacher’s Ethics and Proposal Writing.

Opportunities for joint decision-making regarding the teacher preparation program are provided to school-based personnel and cooperating teachers who contribute with field and clinical experiences.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

As entry requirements to the clinical practice, candidates must comply with a general GPA of 2.50 or above and the approval of core and specialization courses. Candidates must repeat specialization courses in which they have received a grade below C.

As exit requirements from the clinical practice, candidates are required to complete a minimum of 300 hours of direct contact with students in a classroom under the supervision of qualified clinical faculty who evaluate their performance.

Candidates are required to have a general GPA of 2.50 and a minimum grade of B in their clinical practice to demonstrate mastery of the proficiencies outlined by the unit. Candidates who do not approve the clinical practice experience participate in formal tutoring or mentoring and repeat the course.

A carefully planned sequence of field experiences and clinical practice are embedded throughout the program, allowing candidates to demonstrate pedagogical content and professional

knowledge, skills and dispositions. Candidates progress through a formative experience ranging from observing the teaching and learning process, participating with small groups and individual students, and teaching a class.

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

Table 7: Field Experiences and Clinical Practice

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Elementary Education	Field experiences in 10 courses: visit elementary schools for a total of 79 hours	One 15-week student teaching placement in an elementary school setting for four hours a day: total 300 hours minimum	379
English with Multimedia Technology Elementary	Field experiences in 7 courses: visit English classes in elementary schools for a total of 45 hours	One 15-week student teaching placement in an elementary school English class setting for four hours a day: total 300 hours minimum	345
English with Multimedia Technology Secondary	Field experiences in 7 courses: visit English classes in intermediate and high schools for a total of 45 hours	One 15-week student teaching placement in an intermediate or high school English Class setting: total 300 hours minimum	345

Tables 3b.2a and 3b.2b list and describe the field experiences and clinical practice that the candidates carry out.

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

The PPM-UPRAG systematically ensures that candidates develop the required proficiencies by aligning and assessing the outcomes of the field and student teaching required coursework to the unit's conceptual framework. Candidates are required to complete a wide range of field experiences, 45 hours minimum, designed to facilitate their development as successful teachers.

Candidates complete a clinical experience for a minimum of 300 contact hours. The process is guided by clinical practice supervisors from PPM-UPRAG and various cooperating teachers who evaluate the performance of candidates. Candidates demonstrate their ability to integrate their pedagogical and professional knowledge, skills and dispositions. Course syllabi provide detailed

descriptions of expected outcomes related to conceptual framework and state and professional standards.

The PPM-UPRAg assures their candidates plan lessons and engage in the tasks of a classroom teacher and demonstrates their proficiencies in professional knowledge and skills, and dispositions using the key assessment instruments during all field and clinical experiences. (Exhibit 3b.3: Key Assessments)

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

The use of technology is incorporated into courses thus assuring that the candidates visualize technology as an instrument of instruction. Candidates are required to take TEED 4018: The Use of Technology in Education and TEED 3008: The Use of Audiovisual Resources in Education. These courses allow candidates to become knowledgeable in the integration of technology within the teaching and learning process and are applied in field and clinical experiences. The unit systematically ensures that teacher candidates use technology as an instructional tool during the field and clinical practice by providing a variety of assessments with multiple opportunities to demonstrate their ability to integrate technology in their teaching.

Candidates in the English program must take an additional 6 credits in educational technology. They, as well as candidates from the elementary education program also have the option of taking the required courses to be certified as an educational technology specialist or resource teacher.

During field and clinical experiences, candidates integrate technology to enhance the learning experiences of all students and use assistive technology with special needs students. The following key assessments: Lesson Planning, Student Teaching Evaluation and The Teacher Work Sample, include items to assess candidates' technology integration

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

The PPM-UPRAg bases its criteria for the qualification of school-based clinical faculty on the DEPR Circular Letter 10-2004-05 "Normas que Regulan la Organización e Implantación de los Centros de Práctica Docente" (Policies for the Organization and Establishment of Practice Centers). (Exhibit 3b.5a) Cooperating teachers must be highly qualified professionals licensed in the content area that they teach, have at least two years teaching experience and have approved an initial 45-hour cooperating teacher preparatory course or a 15-hour credit re-certification course offered by the unit. An agreement for cooperation is made between the unit and the cooperating teachers to mentor candidates. Teacher's academic preparation, professional competency, and mastery of the subject-matter and curriculum are also required. The unit requires additional corroboration of compliance of these criteria through document verification. Students complete an inventory of satisfaction after they finish the clinical practice course in which they evaluate the school, the principal and the cooperating teacher. Data will help the unit

take decisions regarding which cooperating teachers will mentor candidates in subsequent semesters. Taken into consideration is the candidates' evaluation of the extent to which the cooperating teachers facilitated their adaptation to the classroom, the level of guidance for preparing and using school documents, and orientation about the duties of a teacher. In general, candidates show a high level of satisfaction.

When supervisors become aware of situations that can affect the process, candidates are removed and placed in another school. It is important to remark that only on rare occasions have such situations occurred.

The principal's recommendation, based on teacher qualifications and disposition to work with candidates, is essential in the cooperating teacher's qualification process. (Exhibit 3b.5b: Teacher Qualification Summary) (Exhibit 3b.5c: Satisfaction Inventories)

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

Cooperating teachers are required to complete a preparatory course before they are allowed to mentor teacher candidates. The unit offers a three credit preparation course for all qualified teachers interested in becoming cooperating teachers. This course covers the guidelines, expectations, and evaluation procedures for clinical practice as well as the conceptual framework of the unit. Cooperating teachers receive a handbook, *Manual de Orientación y Procedimientos para la Práctica Docente* (Handbook for orientation and procedures for clinical practice) detailing policies, procedures, and expectations associated with the clinical experience. The PPM-UPRAG contributes to the professional development of school principals and cooperating teachers by organizing workshops offering training, seminars, lectures, orientations, dialogue sessions, e-mail communications, conferences and workshops. (Exhibit 3b.6: Handbook for Orientation and Procedures for Clinical Practice)

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

PPM-UPRAG clinical faculty members provide regular and continuous support for teacher candidates in various manners. Candidates receive continuous orientation and feedback during their practice. A Feedback Cycle outlines how candidates receive feedback. The Feedback Cycle includes exploration visits, lesson observations, and feedback conferences. Practice supervisors give continuous support to candidates via e-mail, Moodle platform, telephone and online messaging sites. Clinical practice supervisors use records of daily teaching observations and recommendations documented by the cooperating teacher in order to offer continuous support to teacher candidates. The PPM-UPRAG clinical faculty provides conferences and workshops to candidates on topics related to their emerging needs. (Exhibit 3b.7 – Feedback Cycle)

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

PPM-UPRAg does not offer degree programs for the preparation of other school professionals, off-campus programs, and distance learning programs.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn**3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?**

An average of 25 candidates is eligible for clinical practice every semester. Of those, 98 percent of the candidates successfully completed student-teaching with a grade of A or B. Those who earn a C must repeat the experience. Exhibit 3c.1: Clinical Practice Admissions and Completion Rates gives a summary of the completion rate for the past.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

The role of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice is a shared responsibility. Candidates are expected to teach a subject to a group of students. In the process, peers offer feedback to his/her partner; reflect on their teaching and learning process and take action; choose a teaching unit and develop a Teacher Work Sample (Assessment 5); collect and analyze student's data; assess students needs and develop plans to address them; assess special needs of students, their families and communities and address them through an Action Research Oriented Project (Assessment 7).

The role of the university supervisor is to formally observe and assess candidates' performance by applying four key assessment instruments: Planning (3), Student-Teaching Evaluation (4), Teacher Work Sample (5) and Action Research Oriented Project (7). Data collected from these key assessments is analyzed and the results lead to the necessary adjustments in the teaching-learning process. Supervisors offer continued feedback through seminars, individual meetings, and pre and post class observation conferences. They are available to clarify ideas and offer feedback through telephone and on-line communication. Clinical practice supervisors facilitate communication between the schools and the unit.

School-based faculty mentor the candidates throughout the process. Cooperating teachers offer daily feedback and offer recommendations. Principals assess candidate's performance by visiting their classrooms to observe the teaching-learning process, check lesson plans, and examine data from tests and other assessment instruments.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

The PPM-UPRAg provides ample opportunities for candidates to reflect and receive feedback from peers and unit faculty at different times during field experiences and clinical practice. During their field experiences, candidates reflect on these individually through structured journals and with peers. For example, in the required seminar courses, EDPE 4005 and EDPE 4335, candidates reflect on the teaching and learning process using various strategies on three occasions. They share impressions based on their observations and active engagement with students in classroom settings and receive feedback from their peers.

During clinical practice, candidates reflect daily after every lesson and write reflections on a weekly basis. After reflection, action is taken to improve the teaching and learning process. Candidates share their experiences, achievement, and outcomes with peers and clinical supervisors in meetings and seminars throughout the semester. They also receive direct feedback from their teaching partner.

Clinical faculty members offer continued feedback throughout the process, guided by the Feedback Cycle. Communication is open and frequent through telephone calls, e-mail, and meetings in school or the professor's office. During group meetings and seminars, time is devoted to reflect on the process; PowerPoint presentations on topics related to dispositions are presented and candidates are invited to share their impressions individually or in groups.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

Data from multiple assessments evidence candidate's performance during field and clinical experiences. In field experiences, candidates participate in different educational activities such as classroom observations, assisting classroom teachers, delivering lessons, developing plans, tutoring students with special needs, grading exams, and other related classroom tasks. Two instruments are used to collect data on these activities: Field Experience Observation Instrument (FEOI) and Field Experience Performance Evaluation Instrument (FEPEI).

Exhibit 3c.4 FEOI and FEPEI Instruments

During clinical practice, four key assessments are used: Assessment 3 (Lesson Planning Instrument), Assessment 4 (Student-Teaching Evaluation), Assessment 5 (Teacher Work Sample), and Assessment 7 (Action Research Oriented Project). Cooperating teachers fill out a candidate evaluation instrument at the end of the semester. These instruments offer data to assess candidate's professional and pedagogical knowledge and their dispositions to teach diverse students with a fair approach; critically analyze data, and make the appropriate adaptations to help every student succeed academically.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

The unit ensures that candidates collect and analyze data on student-learning, reflect on it and improve student learning during clinical practice by means of the development of the Teacher Work Sample. Every candidate is required to complete a TWS during clinical practice. Teacher candidates effectively collect and analyze data on student learning; reflect on their daily planning and the effect of their teaching on students' learning; make the appropriate adaptations, follow up on the students' academic achievements, and use the evaluation and assessment instruments as resources to reflect on the use and effectiveness of data-driven strategies. Candidates also administer normative tests and tabulate results. Based on data collected, plans are developed to address students' needs. Support and feedback are offered by cooperating teachers as well as clinical supervisors.

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

The PPM-UPRAg ensures that all candidates have experiences with students from diverse backgrounds by placing them in 27 schools located in Aguadilla, Aguada, Isabela, Moca, Quebradillas, and San Sebastián. Three private schools are available for field experiences also in the Aguadilla municipality. These schools are located in urban and rural areas and all have programs for students with exceptionalities. Public schools embrace students from low economic backgrounds in which more than 80 percent receive free lunches. All candidates have exposure to exceptionalities and are in compliance with laws like IDEA and No Child Left Behind. In addition, these schools have inclusion programs. This diversity awareness is developed through methodology courses. (Exhibit 3c.6: List of partner schools)

Optional**1. What does your unit do particularly well related to Standard 3?**

Candidates have the opportunity to be assigned to schools and cooperating teachers in pairs. In this way, they can reinforce each other in their learning to become highly qualified teachers.

Through the training, direction, and feedback that cooperating teachers receive, candidates can rely on teachers who are knowledgeable and positive role models.

STANDARD 4: DIVERSITY

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The PPM-UPRag was developed to comply with the educational needs of the Puerto Rican society. The candidates in this program come from a diverse population. Many are from the mountain towns of the island, while others are from the cities and small towns on the Western side. Other candidates are also of Puerto Rican heritage but were raised in the United States. The Puerto Rican culture is a mixture of Spanish, Taino and African, and this uniqueness is seen in the diverse candidate population

These candidates should evidence understanding of different learning styles, multiple intelligences, talents, profiles of strength, and social, cultural and individual differences when creating learning experiences. Candidates must also be attentive to the differences based on ethnicity, race, socioeconomic status, gender, language, religion, sexual orientation, and geographic area.

Thus, the field experiences and the clinical practice are designed to promote awareness of diversity in the Puerto Rican context. Candidates are expected to demonstrate willingness to take a stance in opposition to discriminatory practices.

The PPM-UPRag is committed to developing the following candidates' proficiencies related to diversity as outlined in the Conceptual Framework

- knowledge of principles, concepts, and processes that represent and integrate the area of education, to serve a diverse population
- awareness of moral, ethical, and aesthetic values, and respect inclusiveness of diversity
- understanding of how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- awareness of the importance of diversity in teaching and learning; and
- the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?

Because of the diversity of the Teacher candidates, they develop awareness of the importance of diversity through coursework and field experiences from the very beginning of their programs. Group work is encouraged in the classroom. With this added feature to their classes, dealing with other candidates from these diverse backgrounds helps prepare them for their future work in the classroom. In addition, with classes such as the following courses to be mentioned, they further develop the awareness of the diversity of students. All candidates in the PPM-UPRag take EDFU 3001 and EDFU 3002: Human and Growth and Development I and II. These are normally

given in the first year of their program. In this complete course, the candidates study the characteristics of learners in today's classroom; examine historical and current views of good teaching; consider the teacher's role as a learner of adapting instruction; explore the meaning of advocacy, communication, and leadership in promoting equitable schooling for all; ponder personal professional, and societal challenges of teaching diverse learners; and, study cases of effective teaching in inclusive classrooms.

Coursework, group work, and experiences for all other initial programs include multiple examples of developing understanding of the needs of a diverse community of learners. One further example is: EDES 4006: Nature and Needs of the Exceptional Student. Here, the candidates study the mastery of language and communication skills; learn the mastery of methods, strategies and techniques needed for effective teaching and learning to take place. In this course is also included the development of awareness of the importance of diversity by learning the effective use of technology as a tool for the learning process. Furthermore, candidates become aware of ethical, aesthetic values, and learn respect for diversity to facilitate learning for all students.

Exhibit 4a.2: Courses that Evidence Appreciation for Diversity

In addition to developing an awareness of diversity, all candidates learn to adapt instruction and/or services to diverse populations. Placements for field experiences and clinical practice are purposefully designed to occur diverse setting where candidates have opportunities to develop skills to adapt their teaching. Lesson plans require the candidates to describe students who need specific accommodations for the lesson and how those modifications to the plans will be made. In this manner, the knowledge, skills and dispositions of the candidate are utilized.

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

The unit faculty and teacher candidates demonstrate a high degree of commitment to the disabled population and recognize that all individuals have the capacity to learn. All unit members, including teacher candidates, value student diversity in the classroom and promote collaboration between diverse learning communities. The unit clearly elucidates the proficiencies that the candidates are expected to develop during their professional program.

The programmatic academic commitment is to educate teacher candidates in an integral way with equally opportunities, in order to achieve teacher candidates that can successfully perform in diverse learner scenarios with no discrimination. Diversity is integrated into the program through its courses, curricular and extracurricular experiences, field experiences and clinical practice.

Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students

with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions. The key assessments utilized in this process are the Teacher Work Samples, the Lesson Plans, and Student Teaching Evaluation.

The key assessments used in the clinical practice which relate directly to diversity are shown in Exhibit 4a.3.

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

The University of Puerto Rico, Aguadilla campus, is a place of interactions. Candidates find a diverse population on campus which they may not have experienced in their places of origin. Daily, the community interacts with individuals from the different areas which make up the campus population.

Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with disabilities. The affirmation of the value of diversity is shown through good-faith efforts made to increase and/or maintain faculty diversity.

In the unit, teacher candidates interact with a pedagogy faculty of Puerto Rican and North American ancestry. Members of the PPM-UPRAG collaborating departments have faculty from diverse nationalities. Candidates are exposed to an additional diverse faculty which includes two from Spain, two from the Dominican Republic, one from Venezuela, one from Costa Rica, and one from Guatemala. Besides those mentioned, there are also two in the PPM-UPRAG faculty from the United States; one being from Missouri and the other from the state of Arkansas. Thus, candidates' academic development is enriched with a repertoire of varied cultural experiences, and teaching-learning styles.

The teacher population in schools throughout the island is mainly of Puerto Rican Hispanics. The student population is characterized by a variety of cultural backgrounds, thus, coming from places such as the Dominican Republic, the United States and China. The teacher candidates are exposed to an array of cultural backgrounds, and also have the opportunity to enrich their knowledge of culture through means of traveling, Disney College Program and other internship programs, and participating in multiple cultural activities promoted on and off campus. These cultural activities include conferences, musical activities, and special events for special needs students from public schools in the Aguadilla area.

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

The faculty's diverse academic preparation enriches the teaching and learning experiences for candidates. The majority of the faculty members have also participated in in-service education conventions, lectures and workshops offered by external resources from both here and abroad.

Most faculty members have worked at all levels in different public and private schools as teachers, principals, and special education specialists. (See Table 11) Others have been exposed to high administrative positions such as auxiliary Academic Dean and assistant to the Academic Dean.

Unit faculty members belong to several associations and organizations. They receive professional journals, keeping them up to date on the topic of diversity and differentiated education. Several faculty members have worked as school principals, special education supervisors and coordinators. This experience integrates into the classroom, helping candidates develop knowledge, skills and dispositions to work with diverse students, including those with exceptionalities. Many members of the faculty participate in training offered by the Filius Institute <http://www.instituto-filius.org> and with El Proyecto de Asistencia Tecnológica de Puerto Rico (Puerto Rico Technology Assistance Project) <http://www.pratp.upr.edu/>.

The faculty members in charge of the required special education courses have reasonable years of service in the field (See Table 11). They coordinate a variety of activities for the candidates to prepare them in the area of differentiated education for the special needs population: reviews of stories of success, creation of low-cost assistive technologies, workshops on creation of assistive technologies using recycled materials, and interviews with the Puerto Rico Technology Assistance Project. People with special needs visit UPRAg to give presentations, workshops, and demonstrations on how to take care of educational diversity among their students.

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete.

Table 8 Faculty Demographics

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based faculty n (%)
American Indian or Alaska Native					
Asian					
Black or African American, non-Hispanic					
Native Hawaiian or Other Pacific Islander					
Hispanic or Latino	23 (88.4%)			176 (98.3%)	24 (100%)
White, non-Hispanic	2 (7.6%)			2 (1.1%)	
Two or more races	1 (3.8%)			1 (0.5%)	
Other					
Race/ethnicity unknown					
Total	26			179	24
Female	21 (80.7%)			99 (55.3%)	22 (91.6%)
Male	5 (19.2%)			80 (44.6%)	2 (8.3%)
Total	26			179	24

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

The PPM-UPRAG recruits and retains a diverse faculty according to the University of Puerto Rico policies of equal opportunities. Discrimination based on race, color, gender, birth, origin or social status, political or religious ideas, sexual preference, nationality, ethnic origin, being a veteran of the armed forces or physical handicaps is prohibited. Whenever positions are available, the institution publishes them in the local newspapers and university web page. To support good faith efforts, the Dean of Academic Affairs encourages search committees to cast a broad net when seeking candidates for faculty positions in order to find the most talented pool from which to select new faculty.

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

Candidates, coming from diverse areas of the island, interact and work in group situations with other candidates from diverse ethnical, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. All candidates work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.

The unit creates opportunities for teacher candidates to interact and work with a diversity of faculty, teachers, peers, and students including those who require reasonable accommodation. OPEI obtains and supplies data necessary for the PPM-UPRag to plan for diverse candidates as well as to make decisions that are the most appropriate for the teacher candidates to work with this population.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element]

Table 9: Candidate Demographics

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native				
Asian				
Black or African American, non-Hispanic				
Native Hawaiian or Other Pacific Islander				
Hispanic or Latino	346 (100%)		3,076 (100%)	2,628 (100%)
White, non-Hispanic				
Two or more races				
Other				
Race/ethnicity unknown				
Total	346		3,076	2,628
Female	278 (79.7%)		1,960 (63.7%)	1,635 (62.2%)
Male	68 (19.6%)		1,160 (37.7%)	993(37.7%)
Total	346		3,076	2,628

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The unit actively engages in the various institutional efforts to recruit and retain candidates from diverse groups. Every semester, the UPRAg, sends out representatives from each department and office that is involved in student recruitment (for example: the offices of Admissions and Financial Aid) to visit schools to promote the institutions' academic programs. The PPM-UPRAg program is well marked in these areas. Once candidates are admitted, the unit organizes orientation sessions to inform them of the services that enhance the program. The Department of Guidance and Counseling supports candidates in the areas of psychology, academic guidance, and personal counseling. They also offer services of support for candidates who are first generation at the university. In addition, the PPM-UPRAg faculty members work closely with candidates who have special needs. The Department of Guidance and Counseling also directly inform the faculty by means of official documents of any candidate in their class who is eligible for reasonable accommodation.

Exhibit 4c.3a shows the number of candidates who have been reported as requiring reasonable accommodation. It should be mentioned that applying for these services is entirely voluntary on the part of the candidate for which reason the actual number of candidates who qualify for these services do not necessarily reflect the reality. Compared to the number of students registered in the program, the number of candidates requesting reasonable accommodation is small.

Exhibit 4c.3b documents the number of incoming first year candidates who are first generation of higher education studies in their families. According to the UPR Law of January 20, 1996, the teaching-learning process should develop the whole person, both intellectually and socially so as to be able to integrate into the Puerto Rican Society.

4d Experiences Working with Diverse Students in P–12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

During field experiences and the clinical practice, candidates practice the knowledge, skills, and dispositions related to diversity. Because the programs are aligned to the conceptual framework and state and national standards, candidates' development is scaffold so that they are building on prior knowledge and skills as they progress through number of clinical and field experiences. Teacher candidates demonstrate, each day in their clinical practice, their disposition and ability to work and interact with diverse population; including their peers, professors, cooperative teachers, supervisors, students and their parents. Teacher candidates participate in diverse curricular and extracurricular experiences where they display ethical values and respect towards diversity and individual differences. The schools offer integrated educational services to the student population eligible for Special Education Programs. The diversity of school contexts available provides teacher candidates the opportunity to develop and demonstrate mastery of competencies to facilitate learning of all students. Candidates interact in diverse scenarios of

different socioeconomic levels, gender, geographical areas and exceptionality. It evidences their disposition, commitment, and ability to work with diverse populations.

The PPM-UPRAG includes multiple field placements for clinical practice in settings with exceptional populations and students from diverse ethnic, racial, gender, and socioeconomic groups. These are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Exhibit 4d.1 shows the collaborating schools with their cooperating teachers' qualifications' summary.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice?

Table 10 Demographics on Sites for Clinical Practice in Initial and Advanced Programs

Name of school	Urban	Rural	Puerto Ricans	Other nationalities	Spanish language learners	Socio-economic status (below poverty level)	Regular Program	Students with disabilities/ Special Education Program
1. Manuel Corchado		X	106	0	1	82%	74 Kinder: 22 (2 groups)	32 Kinder: 4 (2 groups)
2. Rafael Cordero		X	154	0	1	87.3%	130 5th. – 15	24 5th. 12
3. Juan B. Huyke		X	212	0	6	82.4%	155 5th. – 13 6th. - 20	57 5th. – 6 6th. – 13
4. Barriada Cabán		X	173	1	1	92.07%	128 1st. - 9 3rd. -14 4th.- 11	45 1st. - 9 3rd. -3 4th. -6
5. Luis Muñoz Rivera		X	316	0	0	86.5%	235 Kinder: 17	81 Kinder: 2
6. Ana M. Javariz		X	351	0	0	93%	270 3rd. - 12	81 3rd. – 5
7. Lucía Cubero		X	219	0	0	82%	160 4th. – 16 5th. 1 – 14 5th. 2 – 14 6th. – 15	59 4th. – 5 5th. 1 – 3 5th. 2 – 4 6th. – 4
8. Extensión Borinquen		X	133	0	0	97.79%	108 3rd -9 2 nd -7	25 3 rd -1 2 nd -6
9. Homero Rivera Solá		X	214	0	0	82%	152 2 nd -10 1 st -11	62 2 nd -5 3 rd -5

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

During field experiences, teacher candidates interact with the faculty and scrutinize all the school's contextual factors to plan and execute the characteristics as a teacher of excellence considering and respecting each individual's diversity. These teacher candidates demonstrate that they model and promote fairness in their classrooms. Immediate oral and written feedback when the candidates share field experiences allows them to mature in the process. The Teacher Work Sample assessment rubric documents this feedback.

During clinical practice, teacher candidates are assigned in pairs to one cooperating teacher who mentors both. The two teacher candidates may be assigned to different groups or the same group with different subjects. Working together, they receive continued feedback from their peers as they share common experiences, ideas, and develop skills related to dispositions in the diverse settings in which they are placed. Candidates organize seminars related to different topics in which they have the opportunity to reflect on diverse issues and on their teaching experience. They participate in group meetings in which they share their frustrations, outcomes, and difficulties and receive feedback from their peers.

Supervisors offer continuous feedback through dialogues, meetings, electronic messages, and classroom observations. Areas of improvement are discussed and their recommendations for working with diverse students are offered. When planning lessons, candidates include activities to integrate Howard Gardner's *Theory of Multiple Intelligence*; also, contextual factors such as low and high socioeconomic levels, special needs, talented, and cultural background. Each day they are required to reflect on the impact of the lesson on students' learning. A weekly journal is written in which they reflect on the teaching and learning process and make decisions to improve their professional practice.

Optional

1. What does your unit do particularly well related to Standard 4?

Faculty and candidates alike recognize the importance of equal education opportunity policies. Through its curriculum, the unit designs and provides a variety of experiences to develop knowledge, skills and dispositions in the teacher candidate; hence, enabling them to qualify to teach a diverse student population in public or private schools in Puerto Rico. Differentiated education and the diversification of teaching, together with the reflexive process on reaching goals and objectives are evidenced in the Model Plan for Daily Planning (Modelo del Plan de Planificación Diaria). (Exhibit 4d.2)

**STANDARD 5: FACULTY QUALIFICATIONS,
PERFORMANCE AND DEVELOPMENT**

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]

The faculty of the PPM-UPRAG consists of 22 Full time and 4 part time members. All faculty members hold a master's degree in the field of education with a specialization in their respective fields of teaching. Several of the faculty members also possess or are working toward a doctoral degree in their specialization.

Table 11: Faculty Qualifications Summary (See Exhibit Room - Standard 5: Table 11)

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Fac. Rank	Tenure Track Yes/No	Major Contributions in Scholarship, Leadership in professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in 4-12 Schools

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

The PPM-UPRAG faculty members who do hold the terminal degree have demonstrated to be effective in the process of teaching and learning as demonstrated on the results of the annual evaluations conducted by the Personal Committee. Of the 18 faculty members who do not have their terminal degree, eight are registered in doctoral programs. Of the remaining 10 faculty members, seven have more than 15 years of experience teaching. (Exhibits 5a.1 and 5a.2)

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

One hundred percent (100%) of the school-based teachers hold active Puerto Rico Department of Education (DEPR) teacher licenses in their fields of specialization. These faculty members serve as mentors and supervisors for the candidates in their clinical practice since they meet the requirements of the DEPR as established in Circular Letter 10-2004-05 of September 23, 2004 (Exhibit 5a.3a). This circular letter indicates, among other aspects, that cooperating teachers should know the subject matter of courses they teach as well as the standards that guide them. They should have the preparation and license corresponding to the area and level they teach,

have a minimum of two years experience, and have passed a preparatory course of forty-five hours.

The unit assures that the faculty is fully qualified and certified to serve as cooperating teachers through an evaluation of their work, training in the area and through verification of the validity of their respective licenses. According to DEPR Circular Letter 10-2004-05, the cooperating teacher must have taken a preparatory course of forty-five hours. The certificate is valid for five years, after which the cooperating teacher must take additional training to maintain current their knowledge in the areas related to public policy of the DEPR, projects, innovative teaching strategies, and with the clinical practice (Exhibit 5a.3b: Preparation and licenses of cooperating teachers).

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

The PPM-UPRAg ensures that faculty is continually at the forefront in their corresponding content subject matter. PPM-UPRAg clinical faculty members have current professional experiences in the schools. They have years of experience in diverse facets within the school environment such as student teaching supervisors, cooperating teachers, classroom teachers and school principals. They have also carried out research in educational areas and offered workshops, courses for cooperating teachers, and learning assessment. Additionally, during Education Week, faculty members offer workshops and lectures to students and/or teachers so they can be enriched with new experiences for personal and professional growth. The faculty members who supervise field experiences and student teaching are selected based on their academic and professional experience in school settings.

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

PPM-UPRAg faculty members reflect the conceptual framework in the areas of interdisciplinary education, community service and research. Faculty readily embrace, through their courses, the challenge of modeling the conceptual framework by demonstrating scholarship, effective practice, reflective decision making, and service as resources for the community. The PPM-UPRAg faculty members have complete mastery and understanding of their subject matter. By means of their teaching, they demonstrate instructional strategies that integrate technology and research developing in the candidates critical analysis, language and communication skills, planning, assessment, ethical and esthetic values, and respect for diversity.

The conceptual framework is modeled with commitment by way of educational practice of excellence. Course alignment with the NCATE standards can be seen in the course syllabi (Exhibit 5b.1: Course Syllabi). Faculty members provide the candidate with opportunities to plan, implement, and evaluate lessons. Upon reflection on the teaching experience and with the

use of multiple assessment strategies, teacher candidates adapt learning experiences to all educational settings.

Research is demonstrated throughout the courses candidates take in the programs. Some of the ways in which research is demonstrated in these courses are class discussion on research methods, Teacher Work Sample, Action Research Oriented Project, term-papers, research projects, and annotated bibliographies using a specified format.

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

The PPM-UPRAg faculty encourages the development of reflection, critical thinking, problem solving, and professional dispositions through various courses and experiences. Candidates develop reflection through teaching units, comprehensive exams, research experience in the classroom, class planning, teacher work sample, demonstration classes, pre-practice, field experiences, student teaching, community service, and research in diverse disciplines. The faculty provides in courses the opportunity to develop the reflection upon theory to offer candidates experiences to apply the theory in their practice. Critical thinking and problem solving are developed through the use of case studies and discussion, cooperative learning groups, and through field experiences.

Some ways in which the faculty motivates or stimulates the candidates in their learning is through group dynamics, open-ended questions, reflections after visiting schools, *Reflective Practice: An Experimental Learning Cycle*, diaries and journals, expressing opinions in relation to the class, presentation of problems, case studies, application exercises, analysis of articles, writing essays, discussion forums, brainstorming, reflexive questions, problem solving, and critical thinking by means of exams, assessment projects with their respective rubrics. With this variety of strategies, the faculty encourages the candidates to reflect, think critically, solve problems, and develop professional dispositions.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

Faculty members at the PPM-UPRAg use a variety of instructional strategies that take the learning styles and diversity of the candidates into consideration. These strategies include critical analysis of articles and cases, oral presentations, workshops on the planning the process, instructional modules, ECA, lectures, cooperative learning, problem solving, demonstrations, practice exercises, group work, electronic discussion forums, and constructivist research where the candidate develops an assigned topic. These are found in the course syllabi.

The unit faculty members model assessment through a variety of assessment techniques such as oral and written presentations, PowerPoint presentations, instructional modules, diagnostic evaluations, formative and summative evaluations, concrete poems, Venn diagrams, case studies, assignments, quizzes, one-minute answers, class summaries, educational research, problem solving, rubrics, and dramas.

5b.4. How do unit faculty members incorporate the use of technology into instruction?

The PPM-UPRAG faculty uses technology to carry out the teaching-learning process as they incorporate web pages as instructional resources for varied strategies of teaching. They also prepare digital presentations using different programs such as PowerPoint. Each faculty member has an institutional account to access email to communicate with colleagues from collaborating departments, the external community, administration and the teacher candidates, in general. The PPM-UPRAG strongly encourages faculty to subscribe to educational magazines and access banks of information through means of the digital data base in the library.

The PPM-UPRAG faculty incorporates the use of technology in a number of ways. The primary way that technology is utilized is through the use of the Moodle Learning System, a method of enhancing teaching and learning. The Moodle Learning System allows faculty members to use a variety of web-based tools for instruction. Additionally, the creation of online courses using the Moodle platform is also encouraged at UPRAG. Moodle permits candidates to access content online, carry out peer discussion groups, access instruments for assessment, and access rubrics to facilitate educational feedback.

Candidates are required to utilize technology in course assignments, in field experiences and to communicate with peers and faculty. Also, faculty members integrate technological applications into instruction as models of teaching that enable them to assess candidates' knowledge, skills, and dispositions. Applications such as power point presentations, audio and video conferencing, web-based instruction, distance communication formats for assignments, and research work are among those that complement candidates' learning styles. Technologically equipped classrooms support and facilitate the integration of technology during the class, and provide candidates opportunities to experience the use of varied instructional methods available to help diverse students learn.

Faculty members reflect their knowledge and experiences in technology by means of workshops taken (Exhibit 5b.4a: Technology Workshop Taken) and offered (Exhibit 5b.4b: Technology Workshops Offered). The members of the PPM-UPRAG faculty also make use of, electronic portfolios, hybrid courses, blogs, wikis, and Skype. In addition, the faculty uses resources such as videos, and compact disks.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

The PPM-UPRAG is committed to systematic self-assessment carried out using a variety of techniques. Evaluations by the candidates and by the departmental personnel committees as well as the results of candidates' exams are but some of the instruments used by the faculty to reflect over their teaching. Other instruments faculty members use in their self-assessment are the reflexive questionnaires of the candidates. By means of open-ended questions asked to candidates in tests, questionnaires, the 2x2 technique, check lists, self-assessment rubrics, and one-minute answers.

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

In compliance with the UPRAg mission, faculty is expected to engage in research and other creative activities. Engagement in research means that the faculty serves the educational community by modeling and applying their expertise to improve teacher candidate's professional knowledge, skills, and dispositions and thus ensuring that they remain up-to-date in their fields. The faculty also conducts research and participates actively in the presentation of results of their research at conferences and workshops. They demonstrate significant commitment to the university, the schools and the community by their scholarship activities such as proposal writing, mentoring, and supporting the community through special service projects, and the presentation of educational activities. Evidence of the scholarship activities of the PPM-UPRAg faculty can be found in Exhibit 5c.1: Faculty Activities.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

The institutional policy describes specific scholarly activities expected of faculty: creation of instructional modules, being a resource in professional workshops, carrying out scientific research, and publishing for the public or the professional community.

The PPM-UPRAg has been distinguished for its leadership and contributions to the teacher education profession. Faculty members are engaged and participate in the presentation of conferences, workshops at regional and national level, and in the publication of professional literature related to teaching and learning. The unit has distinguished itself for its leadership in the coordination of diverse forums and educational workshops that have been of great impact to the professional community of the region.

Both faculty and candidates in the English program present at both the national PR-TESOL convention in November and in the regional Western PR-TESOL conference in the spring. Faculty members have also presented in regional conferences in other parts of the island and in the Dominican Republic. Faculty members in the Elementary Education program present workshops and conferences in public and private schools around the region UPRAg serves.

Evidence of the scholarship activities of the PPM-UPRAg faculty can be found in Exhibit 5c.1: Faculty Activities.

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

Service is an essential element of the conceptual framework of the PPM-UPRAG and is in accord with the program's mission. UPRAG motivates all faculty members to participate actively and constantly in activities that contribute to the improvement of the program, the community, the teaching profession, and the candidates.

Faculty members are expected to be active in providing service to all sectors of the University, from the department to the Central Administration. They serve on committees at all levels, offer workshops and lectures in the community as well as on campus and on other campuses of the UPR system. The faculty is also expected to give orientation and advisement to candidates in the PPM-UPRAG so as to ensure that they grow to become outstanding professionals. Unit faculty members are also active in professional organizations. As such, they give workshops to in-service teachers in public and private schools as well as at professional conferences and conventions.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

The faculty of the PPM-UPRAG is engaged in and serves the professional community by providing applied scholarship and related services at the local, state, national and international level. Unit faculty members have served as experts and advisors to public and private institutions of higher education on the island, in professional development activities related to accreditation processes, program reviews, theoretical and practical educational approaches, and construction of assessment instruments, among other subjects. PPM-UPRAG faculty has the commitment and the disposition to offer training and orientation to teachers that collaborate with teacher candidates during their field experiences and clinical practice. Faculty members offer diverse workshops, conferences and other professional improvement activities to school teachers in private and public schools in the Aguadilla Region.

As demonstrated by their curriculum vitae, faculty members belong to different state, national, and international professional associations related to their fields and often serve as officers and board members. Some of the associations are Aguadilla Association of University Professors (APUA), Association for Childhood Education International (ACEI), Association for Supervision and Curriculum Development (ASCD), Association for the Advancement of Computers in Education (AACE), Association of Curricular Supervision and Development of Puerto Rico (ASDCPR), Delta Pi Epsilon, International Society for Technology in Education (ISTE), International Teachers of English to Speakers of Other Languages (TESOL), National Association for Early and Young Children (NAEYC), National Association of Special Education

Teachers (NACET), Puerto Rico Teachers of English to Speakers of Other Languages (PR- TESOL), and World Association for Online Education (WAOE). Additional service activities include reviewing proposals for conference presentations and manuscripts for publications, and providing expert advice. (Exhibit 5d.2: Professional Associations)

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

The UPRAg conducts systematic and comprehensive evaluations of the teaching performance of the faculty hired as service contracts, part-time and non-tenured faculty. The purpose is to assess their performance and effectiveness in the classroom regarding: knowledge of the discipline, methodology, and interaction and communication with teacher candidates. These faculty members are evaluated systematically during both semesters. The Personnel Committee, the candidates and the department chair evaluate faculty. Faculty also integrates the component of peer evaluation and is responsible for providing constructive feedback to the faculty evaluated. Once evaluations are discussed privately with the faculty evaluated the results and recommendations are submitted to the Institutional Personnel Committee who in turn reviews each file, discusses and analyzes particularities of each case, and presents the department's and institutional committees' recommendations to the Chancellor who approves or denies future contractual conditions for the faculty.

Moreover, tenured full-faculty members are also evaluated by the candidates and the PPM-UPRAg department chairs once each year. If the faculty members are up for promotion then, they are evaluated by the Personnel Committee following the same procedures already mentioned. The faculty also prepares a professional portfolio to be screened and evaluated by peers following specific guidelines to determine the average scores assigned to the portfolio. The results of the evaluation for promotion are presented to the Chancellor who in turn presents each case to the Institutional Administrative Board for final decisions of approval or denial of promotion.

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.]

Faculty members of the PPM-UPRAg receive three Types of evaluations. In the first evaluation, they are visited in their classrooms by senior members of their department who are specialists in the field using instruments developed by the Faculty Personnel Committee and approved by the Academic Senate. The second evaluation is carried out by the department chair and covers their administrative responsibilities. The third evaluation is carried out by candidates using an instrument developed by the Faculty Personnel Committee and approved by both the Academic Senate and the Administrative Board.

The criteria used in each of these evaluations are:

- 1) Evaluation by the Departmental Personnel Committee in the Classroom: Knowledge of the field, methodology, interaction with the candidates, and communication
- 2) Evaluation of the Administrative Responsibilities Inherent to the Teaching Position: Responsibilities (office hours, testing, etc.), evaluation and recommendation of teaching resources, development of teaching initiative.
- 3) Evaluation by the Candidates: Course objectives and content, methodology, assessment practices, development of critical thinking skills, use of audio-visual and/or library, and interaction with the candidates

In general, the faculty members of the PPM-UPRAG receive evaluations in the upper ninetieth percentile. (Exhibit 5e.2: Faculty Evaluations Forms)

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

The results obtained from evaluations of the faculty help the PPM-UPRAG make contractual decisions. New recruitment of personnel is made, such as done in the area of technology, English, and Elementary Education. The results of the evaluations also contribute to ensure the alignment of the PPM-UPRAG in accordance with the DEPR requirements for teacher certification.

The results of the evaluations are converted into a percentage that reflects the effectiveness of the faculty member being evaluated. An analysis of the data collected from these evaluations permits the committee and the faculty member to identify areas of strengths and weaknesses. As a result, the Departmental Personnel Committee meets with each professor and discusses the need (if any) to improve the quality of teaching. With this information, the faculty members and the department chair can plan, design, and implant plans of professional development for the department and the institution.

Self-evaluation is critical to the evaluation process. All Faculty members have a narrative file that contains, among other things, a list of school activities, memberships, evidence of presenting and attending lectures and workshops, attitudes about themselves and their relationship with the candidates, professional goals, academic preparation, evaluation results, and a copy of their curriculum vitas.

Faculty members are expected to take action on recommendations about their weaknesses. Among these are suggestions on faculty development courses, to carry out research in an area of weakness, and attendance to lectures and workshops in their areas of expertise.

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

Professional development is based on the needs identified in the evaluation of each member of the PPM-UPRAG faculty. The UPRAG offers a series of workshops during the semester for faculty members to attend according to their needs and interest in areas of technology, learning styles, assessment techniques, and designing plans and curriculum. While some of these workshops are scheduled during universal hours, there are 2 professional days during each semester. On these days, candidates are excused from class while faculty members attend workshops in the morning and the afternoon. The implantation and evaluation of the professional days is in charge to the Dean for Academic Affairs.

Each faculty member evaluates the area in which he/she needs training and takes that into consideration at the moment of selecting workshops, talks, or seminars that he/she should attend. On the other hand, each department chair keeps informed about the workshops, seminars, talks, or lectures related to the field of his/her faculty and recommends them according to the needs that has been recognized as important to his/her own faculty.

By analyzing the recommendations and suggestions found in the evaluations, the faculty can recognize the areas in which they need improvement. In this way, they can pay special attentions to those specific areas and select the workshops and talks that best meet those needs. Future evaluations will analyze if he/she has improved.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Faculty professional development is varied, since various options to attend seminars, workshops, lectures, and other professional improvement activities are provided during the semester. The Dean of Academic Affairs plans two faculty development days each semester. On these days the institution offers workshops, lectures, and meetings among other activities designed to benefit the professional improvement of the faculty according the needs discovered in faculty evaluations. Additionally, CETEM provides a variety of workshops during the semester directed to the faculty. These workshops cover diverse topics related to educational technology. Furthermore, the Institutional Ethics Committee organizes a series of activities about professional ethics every semester.

Support to faculty is also provided by participation in professional activities outside the institution, such as “UPR Encuentro de Educación y Pensamiento,” the College Board Annual Teacher Conference, and PR-TESOL annual conferences and convention, among others. CETEM has a computerized working center to support and train faculty on topics and programs such as: Word, Excel, PowerPoint, Assessment, Moodle Platform, Blogs, E-mail, Internet, and others. (Exhibit 5f.2: CETEM Faculty Workshops Lists and Sign-in Lists)

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

The faculty of the PPM-UPRAg receives training during every semester. These include many options among which are topics related to assessment strategies, the use of technology, evaluation, proposal writing, and critical thinking. The faculty also participates in workshops and seminars offered as part of the diverse professional and academic associations to which they belong. Besides conferences and workshops presented by associations such as the College Board of Puerto Rico and the Middle States Association of Colleges and Schools, the faculty has attended meetings and workshops offered by NCATE to facilitate the accreditation process. Each faculty member also attends workshops and conventions offered by the professional association that includes the member's field of specialization.

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

6a Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The UPR-Aguadilla operates under an organized structure of leadership and authority that facilitates efficiency and effectiveness of all programs and institutional initiatives. The Chancellor of the UPR-Aguadilla has the maximum academic and administrative authority, is nominated by the President of the UPR system in consultation with the faculty, administrative personnel, and UPRAg students, and is appointed by the Board of Trustees.

The Dean of Academic Affairs supervises the chairs of the Department of Education and Department of English, which are the two departments that comprise the PPM-UPRAg. In this capacity, she is responsible for overseeing the planning, delivery, and operations of all academic programs, and is the head of the PPM-UPRAg. The Dean of Academic Affairs also supervises all academic programs, accreditation processes, instructional and informational technologies, building and renovation projects, unit level evaluation, and the general management of the college. The dean works with the collaboration with an associate dean, department chairs, and PPM-UPRAg faculty members and is in charge of coordinating the unit programs in conjunction with the program directors and department chairs. The PPM-UPRAg is the unit responsible for offering the Bachelor of Arts in Elementary Education and a Bachelor of Arts in Education with a Major in English with Multimedia Technology at the Elementary or Secondary Levels so as to prepare qualified K-12 professional education leaders for the 21st century. The unit head provides opportunities for shared responsibilities for the effective achievement of the Program's vision and mission. The faculty participates in different committees to actively share in the decision-making process in important matters that concern the PPM-UPRAg. The Dean of Student Affairs is in charge of all student services, including recruitment and admissions. Dean of Administrative Affairs supervises the financial offices and maintenance. (Figure 3: UPRAg Organization Chart)

The Academic Senate meets monthly, and serves in an advisory capacity to the Dean and Chancellor. The department chairs serve as the leadership team for the unit head. The chairs advise the Dean and serves as a link to the departments and other offices. The department chairs meet with the Dean monthly or as necessary to make decisions related to academic affairs.

In addition to the above mentioned office, the PPM-UPRAg counts on and works closely with numerous offices that offer their support to the program, candidates and faculty: the Office of Student Affairs, the Alumni Office, Office of Information Technology (OTI), Center for Educational Technology in Multimedia (CETEM), and the Informatics Learning Center (CAI). The campus library also provides convenient and easy access for candidates and faculty as they conduct their work.

6a.2. What are the unit’s recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

The unit’s policies and practices for recruitment and admission of candidates to the University and the unit are established through various Academic Senate Certifications with the participation of unit faculty representatives.

The dean and department chairs meet to determine the student capacity and general admissions index (IGS) for each program. After the chairs present their units’ requests, the dean submits them to the Academic Senate for its approval. The program capacity, admission policies, and IGS are published in the UPR recruitment and admission handbook and can be found online at www.upr.edu.

Candidates have the opportunity to register online where they can complete and modify the admission application. In this way, the University ensures that every student has access to admission and has an awareness of the admission policies of the UPR System.

Requirements for teacher candidates who want to apply to the PPM-UPRAg are published in the UPRAg catalog and posted online at www.uprag.edu. The current IGS (comprised of the high school GPA and the College Board Entrance Examination scores) for incoming First year candidates is 260 or higher. Teacher candidates who are readmitted, reclassified, or transferred should possess the required GPA and number of approved credits from an accredited and licensed institution of higher education. The admission application for the Teacher Preparation Program is revised annually and approved by the Academic Senate.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

The chairs of the departments that comprise the PPM-UPRAg meet with the Dean of Academic Affairs and other department chairs on a monthly basis to discuss and make decisions about issues that impact the unit. The dean also meets regularly with the registrar and director of the admissions office to guarantee the accuracy of all information related to the unit and the institution.

Academic calendars, catalogs, publications, grading policies, and advertising are revised and kept accurate and current at UPRAg and are available in printed or electronic formats. The institution’s catalog includes the recruitment and admission practices, descriptions of academic offerings, and other information of interest to the university community. Such documents are updated regularly by department chairs and office directors to make sure they contain the most recent information. Faculty members discuss and present their grading policies in course syllabi. All of this information can be found on the UPRAg web page (<http://www.uprag.edu>) which is constantly updated. Teacher candidates also receive information through means of memorandums, flyers, brochures, guides, manuals, and bulletin boards. (Exhibit 6a.3)

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

All faculty members are assigned a number of candidates for academic advisement. (Exhibit 6a.4: Faculty Course Load) These candidates remain with the same adviser throughout their time in the program. As academic advisers, they maintain a close relationship with the Department of Guidance and Counseling and, when needed, refer their advisees for personal and occupational counseling.

The Department of Guidance and Counseling helps undergraduate students in the achievement of their personal, academic and occupational goals. Counseling and guidance are achieved through individual and group counseling interventions. The Department also intervenes in moments of crisis that may affect the candidate's academic performance. Educational activities are conducted and used as preventive measures. The Department responds to the needs of the university community by promoting an optimum environment to guarantee the teaching and learning process and the complete development of the candidate. The personnel collaborate with the faculty and administration to improve the quality of life and the educational environment of the institution. It stresses a commitment to confidentiality, respect for individual differences, and acceptance of diversity. Among the services offered by the Department of Guidance and Counseling are personal counseling, career counseling, educational counseling, orientation, psychological counseling, and referrals to other services in and out of the University.

The above mentioned services are offered free of charge to all officially registered full and part-time candidates. The faculty, non-teaching personnel, and administration are also eligible to receive a brief evaluation, consultation, and counseling if time and resources are available.

The Department has the commitment of providing the necessary resources so that candidates with disadvantages can carry out their academic assignments under equal conditions to that of their classmates.

6a.5. Which members of the professional community participate in program design, implementation and evaluation? In what way do they participate?

Collaborative opportunities and shared responsibilities between the Chancellor, The Dean of Academic Affairs, the PPM-UPRAG department chairs, program coordinators, and the faculty are carried out to guarantee effective and efficient performance and operation of the unit. Through participation in different committees of the PPM-UPRAG, school partners, in conjunction with faculty members, contribute to the decision-making processes that improve the program. Exhibit 6a.5 shows PPM-UPRAG committees.

The PPM-UPRAG consists of elementary and secondary educator preparation programs offered in the Department of Education and the Department of English. The unit sustains communication and collaboration with other academic departments, which contribute to the preparation of teacher candidates. The unit works in collaboration with five academic departments that offer non-major required courses.

Changes in curricula, such as the design of new courses, the content of field experiences, and course revisions, originate within the appropriate program faculty. Program faculty is responsible for conducting continuous assessment of candidates and using the data to inform program revision and improvement efforts. The faculty is also responsible for ensuring and documenting that the candidates meet proficiencies, and educator standards of the DEPR, NCATE, INTASC, and the SPA's. Each department has a curriculum committee that makes recommendations to the dean for program improvement as suggested by an analysis of the data compiled through assessment activities.

6a.6 How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

Collaboration with other academic units is facilitated by the PPM-UPRAG Assessment Committee. This committee is composed of the chairs of the PPM-UPRAG departments, the Dean of Academic Affairs or his representative, the college level director of assessment, the NCATE coordinator, and two faculty members from each of the two departments. Communication across departments is ensured by the dean and department chairs. Department chairs meet with the program coordinators work actively maintaining communication between departments in the unit. The SPA coordinators channel the work related to analysis of data, program improvement, and recommendations to the NCATE coordinator who in turn shares the information with the Dean and the rest of the PPM-UPRAG faculty.

Teacher candidates at the UPRAG can be authorized to take courses in other campuses of the UPR System or in other accredited universities by requesting special permission. (Exhibit 6a.6) This allows candidates to resolve particular situations that arise during their college life. Special permissions are a means for the candidate to broaden educational options by taking courses in other units or educational institutions, to experience other university environments or cultures and to solve personal situations that force the candidate to relocate temporarily.

6b Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standard? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar at other institutions?

As demonstrated in its strategic plan (Exhibit 6b.1), the UPRAG administration is committed to quality professional education programs through budget allocations to the unit. UPRAG, as a branch of the UPR state institution, is assigned general state funds based on a formula specified in law to accomplish its mission and goals. The funds assigned to each campus are based on enrollment and academic programs. The budget assigned to UPRAG is approved and certified by the Board of Trustees.

Annually, the academic departments and administrative offices submit a budget petition to the Dean based on the needs, priorities and activities planned for the following year. The budgetary petition is carefully revised by the Chancellor and his staff to ensure monetary assignment is

consistent with institutional plans. Once funds are allocated in accordance to the petitions made it is presented to the Administrative Board for approval. Hereafter, funds are assigned to each department, and are administered by the department chair according to university policies. If additional fiscal resources are needed the chair submits a proposal to the Chancellor for his consideration, if approved, funds are transferred.

According to the UPRAg Budget Office, the total amount assigned to the campus during the last three academic years is as follows: For academic year 2007-08 the amount of \$24,388,528.00 was assigned. In 2008-09, the amount assigned was \$24,958,833, and during the current year, 2009-10, the amount assigned was \$24,095,739.00. Of this amount, the PPM-UPRAg received \$1,855,668.80 during academic year 2007-2008, \$1,918,301.41 during academic year 2008-2009, and \$1,838,009.99 during academic year 2009-2010. In each year the PPM-UPRAg received approximately 7.6 percent of the total budget of the institution. (Tables 6b.1a and 6b.1b)

Two units in UPRAg that are equivalent to the PPM-UPRAg in terms of clinical practice and multiple programs within the unit are Business Administration and Electronics, Physics and Quality Control. A comparison of the assigned budgets shows that the PPM-UPRAg budget is slightly higher than the other two.

PPM-UPRAg \$1,797,773.00

Business Administration \$1,418,753.00

Electronics, Physics and Quality Control \$1,173,744.00

This does not take professional improvement funds or special CETEM funds into consideration.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

The budget for the PPM-UPRAg has remained steady for the past three academic years. The changes of the budget during the past three years have not affected the quality of the PPM-UPRAg or the candidates. The budget assigned to the unit is sufficient to support all programs for the preparation of educators in many ways. The budget allotted has made possible the contract of additional part-time and full-time personnel. This in turn has permitted the PPM-UPRAg to provide more options to comply with course requirements, distribute the workload in a more equitable way. The budget has also made possible the acquisition more equipment and materials for the operations of the unit. The PPM-UPRAg also receives funds that originate from the technology fee candidates pay. This allows the unit to purchase new computers, software and hardware for the candidates and the faculty.

Funds for professional development are adequate for the unit. Funds for professional development outside the campus area are channeled through the Dean of Academic Affairs. Licenses for study and financial aid for faculty to complete terminal degrees in specialized areas are channeled through the director and personnel committee, and approved by the UPRAg Administrative Board. Additional budget is assigned by DEPR to cover the stipends to

collaborating school principals, cooperating teachers, and teacher candidates when completing their practice teaching.

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

The institution's workload policies are included in sections 63-65 of the UPR Regulations Handbook, available at <http://www.upr.edu/sindicatos/docs/reglamento.pdf>. Responsibilities of teaching faculty include the following: a) to work for the effective development of departmental and faculty objectives, b) to attend meetings, c) to present and discuss matters related with the university, d) to participate in consultations and election processes, e) to remain up to date in their disciplines, f) to participate in professional development activities and evaluation processes, g) to participate in the planning of academic programs, and h) to fulfill their obligations related with teaching.

Academic load for full time teaching faculty is 12 credits per semester. The teaching load demands of each full-time member of the faculty to complete 37.5 weekly hours, which are divided into 12 credit hours of direct contact with candidates, 6 office hours for individual attention to their candidates, 15 hours of preparation for teaching, research, preparation and correction of exams, and 4.5 hours to attend meetings. Article 65 (Section 65.2) of the UPR Regulations Handbook establishes that academic advising is an inherent task of the faculty. Workloads differ for professional faculty in the institution (librarians, professional advisers, psychologists, institutional researchers, others) but not for teaching faculty.

Faculty can receive release time for performing administrative functions (e.g. department chair, program coordinator, coordinator of student advisement, coordinator of assessment, and coordinator of accreditation). If there is a need for overload, on a voluntary basis the faculty may teach up to 6 additional credits. Course overload is overseen by the Dean of Academic Affairs following specific rules adopted by the Administrative Board.

6c.2. What are the workloads of faculty for teaching and clinical supervision?

As shown in Table 6c.2: Distribution of Faculty Teaching Load: PPM-UPRAg Fall 2009, the PPM-UPRAg has 22 full time faculty and 4 part-time. To complete full academic load, PPM-UPRAg faculty members with student teaching supervision are assigned 1 credit hour for each candidate up to 10. If the section has 10-15 credit hours, the faculty member is paid for 10 credits. Regular workload for faculty in charge of a clinical course would be, for example, one section of Practice Teaching (10 credits) and one additional course. If the additional course is of more than 2 credits, an extra compensation is paid to the faculty member as overload.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship and service (including time for such responsibilities as advisement, developing assessment, and online courses)?

Workload at UPRAg is regulated through Certification 2000-2001-110 of the UPRAg Administrative Board. (Exhibit 6c.3a) According to Certification 110, full time faculty members are assigned a regular workload of 12 credits, and three academic preparations. Faculty are entitled to 1 compensation in addition to the regular workload (15 credits). In extraordinary cases faculty may be assigned a maximum of two compensations (18 credits). The average workload is 15 credits. An average workload of 15 credits supports faculty in dedicating more time to scholarship and research for teaching.

Class sizes of courses in PPM-UPRAg average 19 candidates per section. There are no courses with more than 30 candidates per section in the program. The limit of candidates is 18-20 in Technology courses and 20 in Methodology courses.

The academic loads assigned to the faculty allow them to contribute professionally to the community in activities such as: program and unit assessment responsibilities, academic advisement, online learning and teaching, academic conferences and workshops, performing collaborative work with schools to improve student teaching-learning strategies for diverse populations, offering presentations on the development of assessment activities and course work at the annual College Board meeting, contributing to professional associations, participating as judges in schools and regional educational activities, engaging in a variety of academic activities related to the integration of technology into the teaching-learning process., and participating as guest members of doctoral thesis committees. Five members of the faculty are involved in research or have recently finished researching for their doctoral dissertation. Exhibit 6c.3b and Exhibit 6c.3c present faculty average per candidate for academic years 2006-2009.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its program?

The number of part-time faculty members varies from semester to semester, but remains low at UPRAg. Recruitment, training and evaluation of part-time faculty are ongoing and traditionally fall under the supervision of the department chair with the assistance of Departmental and UPRAg Personnel Committees. Department chairs review instructor evaluations each semester and address any areas of concern prior to rehiring. Part time faculty members are invited to participate in various department committees such as Curriculum, Professional Accreditation, and Assessment.

Part-time faculty participate in an initial orientation which is geared towards the professor's responsibilities in terms of the course syllabi, the conceptual framework, and the assessment system. Much focus is given to the importance of following the syllabi and complying with the goals and objectives of each course. The department chairs and Departmental Personnel Committee orient contract faculty to departmental policies and procedures and evaluate their instructional performance each semester. Candidates also evaluate the instructor's performance each semester. Part-time faculty members also attend Professional Development Activities

sponsored by the Office of Academic Affairs as a way of enriching faculty members' knowledge of instruction on a regular basis. Two days are scheduled each semester for this type of activity.

The PPM-UPRAg also sponsors orientation sessions and professional development workshops for contract and collaborating department faculty to ensure they contribute to the integrity, coherence, and quality of programs. The PPM-UPRAg has provided workshops and retreats related to the conceptual framework, working with candidates with special needs, diversity, technology, and assessment for both full-time and part-time faculty.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

UPRAg benefits from the support of personnel at several offices, including, but not limited to, Admissions, Registrar, and Educational Services. Within the unit, a secretary works full time in each department and a computer technician assists in the unit laboratories. Also, candidates participating in the Work-Study program provide assistance to the each department and one candidate is assigned directly to work with the NCATE Coordinator. These support personnel are sufficient for the unit. In addition, there are housekeeping and maintenance staff which respond directly to the Office of Physical Resources.

The unit can also find support at offices within the Dean of Student Affairs, The Office of Information Technology, Center for Educational Technology and Multimedia, the Informatics Learning Center, Office of Planning and Institutional Research, and the Department of Guidance and Counseling. The campus library also provides convenient and easy access for candidates and faculty as they conduct their work. All of these collaborate with the unit in its mission of program improvement and academic offering year-round.

6c.6. What financial support is available for professional development activities for faculty?

Over the past three years, the PPM-UPRAg has been authorized funds for professional improvement, including doctoral studies as well as workshop, seminars, and conferences. Over these years, the funds have fluctuated between \$30,463.99 during the current year and \$97,797.33 during academic year 2007-2008. The Institution provides continuous support for faculty development activities through financial aid for doctoral studies and help with expenses for professional improvement activities. The institution is focused on increasing the number of full time faculty members with terminal degrees, and provides financial assistance as well as having an aggressive program of financial aid for faculty conducting doctoral studies while working at UPRAg. Several faculty members from the unit have benefited from this strategy. Another advantage is the provision of full exemptions for faculty studying at any of the University of Puerto Rico campuses.

The unit also supports and encourages their faculty to pursue their doctoral degrees and often create flexible itineraries to accommodate their working hours around their classes. This keeps the faculty up to date with their field. The PPM-UPRAg currently has the highest percentage of both doctors and faculty members studying their doctoral degrees.

The institution provides several mechanisms for supporting faculty with professional improvement expenses, among them, expenses for oral presentations at peered conferences, assisting faculty with registration at other professional activities, and financial aid of up to \$3,000 to attend activities at institutions in Puerto Rico or abroad. Faculty may also benefit from academic activities offered frequently at UPRAg. Among activities at the UPRAg, the Dean of Academic Affairs provides for two professional development days each semester. The workshops presented on these days are based on results of faculty evaluation and the needs of the various departments.

6d. Unit Facilities

6d.1. How adequate are unit facilities - classrooms, faculty offices, library/media center, and school facilities - to support teaching and learning? (Describe the facilities on the main campus as well as the facilities at off campus sites if they exist.)

The PPM-UPRAg has adequate facilities, equipment, and budgetary resources to carry out its mission of preparing teachers. The University of Puerto Rico at Aguadilla is located on the Old Ramey Air Force Base in the city of Aguadilla. The PPM-UPRAg is composed of the Department of Education and Physical Education, and the Department of English. This unit is located in Building 620, which is a three story structure. (Table 6d.1: Unit Physical Installations) Office space for faculty is available, but in short supply and, in some cases, out of date. Recent and planned renovation activities are allowing the unit to improve and update unit classrooms, offices, and laboratories directly related to the preparation of educators. Because education is so important for UPRAg, the unit has been given priority in the campus renovation plans.

The PPM-UPRAg prides itself on having a large number of classrooms that have state of the art technology. Not only does the unit have classrooms with equipment such as electronic white boards, multimedia projectors, and up to date computers, but also has two multimedia laboratories for use in workshops and the educational technology classes.

The Department of Education and Physical Education is located on the first floor of building 620. It consists of ten offices, a meeting room, three classrooms for education classes, a multimedia laboratory, and three bathrooms accessible to both regular and special needs populations.

The Department of English is located on the second floor of building 620. It consists of seven offices, three classrooms, a multimedia laboratory, and a bathroom accessible to both the regular and special needs populations. An eighth office and fourth classroom is located on the first floor of building 612 (Natural Science Building).

PPM-UPRAg classrooms are equipped with electronic white boards, computers for the professor to offer classes, and multimedia projectors. Each computer classroom and laboratory includes computers and desks for approximately twenty candidates as well as an electronic whiteboard, a multimedia projector, and a computer for the member.

The Teacher Education Program relies on the Information Services Center (library) to offer teacher candidates services such as access to books, magazines, equipment, and computers with Internet access.

A new library has been constructed and will be available for use before the end of the second semester of academic year 2009-1010. It is a two story structure built of steel and concrete. It includes a reception area, projection rooms, and areas for research, production, cataloging, audiovisual information laboratory, study, books, magazines and journals, newspapers, and a reference collection.

6e. Unit Resources Including Technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

At the institutional level, a budget is prepared annually for each department. Each department also receives a share of a technology fee that the campus receives from each registered student.

One of the goals established in the institution's strategic plan 2006-2011 is the development of information technologies. UPRAg has grown greatly in this area in the last years. Inversion in infrastructure and the development of pedagogical competencies and techniques for the incorporation of technology in the classroom should continue.

The UPRAg has a variety of educational technology services and resources that offer support to the PPM-UPRAg. CETEM administers the computer laboratories in each department. Candidates and faculty make use of the Informatics Learning Center (CAI). The Office of Information Technology (OTI) provides administrative and academic support in their laboratories and by creating and administering internet accounts.

The institution has a wireless network that provides Internet connection to the university community including access to web sites maintained by UPRAg units and departments. Wireless access points can be found throughout the campus allowing candidates, faculty, and administrative personnel to access the Internet as well as to work on their assignments, projects, or investigations outside of the laboratories.

Computers, updated peripherals, and relevant software to support teaching are allocated to all faculty and support staff and replaced as needed following an evaluation by the CETEM technicians. Typically faculty laptop computers are changed on a two-three year cycle while laptops are changed on a three-four year cycle.

6.e.2. What resources in information technology support the faculty and candidates? What evidence do you have that the faculty and candidates use these resources?

Besides the resources in their departments, the PPM-UPRAG faculty members also have access to the resources of CETEM, including the loan of computers and other equipment for activities related with the courses and/or official representation in community activities in the community and/or outside of Puerto Rico. PPM-UPRAG faculty members also make use of the UPRAG Virtual platform that CETEM maintains. This platform, created in Moodle, allows instructors to develop and offer hybrid and online courses. Forums and chats are also given using this platform. Assignments are uploaded and peer reviews are encouraged. CETEM keeps a record as evidence of the use of these institution resources. PPM-UPRAG faculty members and candidates also have access to the CETEM web-hosting service for storing their web pages.

As part of its services, CETEM has established a laboratory for offering workshops and to facilitate the faculty in the production of instructional materials. This laboratory is located in the main CETEM installations. The laboratory is supervised by personnel of CETEM who also maintain a record of users. Faculty members also receive certificate of contact hours for workshops attended. Faculty members who do not have the opportunity to attend workshops also have access to manuals and video tutorials. Several of these manuals can be found on the CETEM portal located at <http://cetem.upr.edu>.

In addition to the services offered to the faculty, CETEM also offers a variety of services to PPM-UPRAG candidates. Among these are workshops and short courses offered in the Informatics Learning Center. Workshops are offered repeatedly during every semester and grant a certificate to all participants. CETEM keeps a record off all workshops offered with the names of the participants.

Candidates also have access to the same CETEM instructional manuals as the faculty. These manuals have information that is presented in the workshops as well as appendixes with additional information.

The Information Technology Center is an administrative and academic unit under the office of the Chancellor. It offers the faculty and candidates the opportunity to use their facilities to carry out projects and research. This center includes nine academic computing with the latest operating systems, software, equipment and peripheral equipment. Each of them is under the supervision of a technician who offers services to the users and keeps a record of the number of users.

6e.3. What resources are available for the development and implementation of the assessment system of the unit?

To develop its plan, the unit has access to the resources available on the web page located at <http://cetemhost.uprag.edu/prof/avaluo/>. This page was developed by the institutional learning assessment committee for the use of all departments and units of the campus. The page provides resources such as assessment program guide, templates for assessment projects, program assessment models, and sample classroom assessment projects. There is also a section of additional resources with PowerPoint presentations, manuals, and other links to Internet pages with information related to Assessment.

The personnel of the Office of the Dean of Academic Affairs are in charge of assisting all departments and units in the process and development of their assessment projects and plans. If any outside resource is needed, a request can be made through the department chair and the Dean of Academic Affairs.

OPEI is another important resource available to the unit. It is the primary resource for gathering and analyzing data, and conducting institutional studies to assess effectiveness at all levels. OPEI is under the supervision of the Chancellor, and is responsible for designing the institutional database, guaranteeing the data is accurate and is making the information available to the community. The director of OPEI collaborates with the NCATE coordinator to facilitate the unit's accreditation process, maintaining a strict level of confidentiality in all instances of data collection and management. The NCATE coordinator communicates with the program directors who in turn maintain the faculty of each program informed. OPEI is also involved in obtaining external funding for the institution. This information can be found on the OPEI web page located at <http://www.uprag.edu/opei/>.

6.e.4. What library and curricular resources exist in the institution? How does the unit ensure that they are sufficient and up-to-date?

The institution includes a library located in building 621 of the campus. UPRAg library is accredited by the Association of College and Research Libraries (ACRL) as of the July 6, 2007. The library has diverse services and technological and curricular resources that can be accessed through its web page located at <http://biblioteca.uprag.edu/>. In this way, the UPRAg library ensures that its resources and services are accessible to faculty, administrative personnel, and candidates within or outside the campus.

Each semester, the library personnel send each academic department, through its representative on the Learning Resource Committee, a report that includes the assigned budget for acquiring new resources. In this way, each departmental library committee is entrusted with analyzing and recommending new and useful resources for the library.

The unit has access to print, electronic, and audiovisual resources that are renewed annually. These resources, located in the library, include books, movies, specialized dictionaries and reference manuals.

The UPRAg Library subscribes to fourteen online data base providers (See Table 6e.4: Library Databases). These resources are available in the Electronic Resource Center of the UPRAg library or from any computer with Internet connection. The online data bases permits the candidate access to credible sources of information and academic resources including magazines, newspapers, and complete text documents free of cost. In addition, the library has printed periodical publications. The periodical literature, both print and electronic, is current and covers the fields comprised by the departments that compose the PPM-UPRAg.

6e 5. How does the unit ensure the accessibility of the resources for candidates, including the candidates that are outside the campus, distance learners, and alternative programs, through electronic means?

The unit has three principal means of ensuring accessibility of resources for candidates who are not physically on campus. The first is the Moodle platform UPRAg Virtual by means of which faculty and candidates can share resources and materials. This resource is also used to offer on-line and hybrid courses.

The second is the UPR Electronic Services Portal that allows for email, chat, search engines, forums, and links to the other 11 UPR campuses. The campus computer center is in charge of creating accounts for accessing the electronic services for both faculty and candidates. This service is available at <http://partnerpage.google.com/upr.edu>. This portal, also allows for access to Google-Docs and Google Sites so as to allow for interaction among candidates and faculty.

The third is the library web page located at <http://biblioteca.uprag.edu>. All library services are available through this web page.