

## TEACHER REPORT CARD 2014-2015

Universidad Interamericana de Puerto Rico, Recinto de San Germán Traditional Program

2016

### Complete Report Card

AY 2014-15

#### Institution Information

Name of Institution: Universidad Interamericana de Puerto Rico, Recinto de San Germán

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Puerto Rico

Address: P. O. Box 5100

San Germán , PR, 00683

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

Yes

If yes, provide the following:

Award year: 2015

Grantee name: Expert Math Teacher for Western PR, 2014-15

Project name: Expert Math Teachers for Western Puerto Rico, 2014-2015

Grant number: NCBL 1304, No Child Left Behind; G85508

List partner districts/LEAs:

Cabo Rojo

Colegio San Agustín

Rosendo Matienzo Cintrón

SU San Sebastian Pabón Alves y Pole Ojea

Cabo Rojo Christian Academy

SU Mildred Arroyo Cardoza

Sabana Grande

Academia San Agustín y Espíritu Santo

Dr. José Celso Barbosa

Francisco Vázquez Pueyo

San Germán

Galo Rosado

Mayaguez

David G. Farragut

Colegio Prebisteriano Pablo Casasús

Lajas

Rosendo Matienzo Cintrón

Añasco

Colegio Oscar Correa Agosto

Arecivo

Colegio San Felipe

Mayaguez

David G Farragut

Colegio Prebisteriano Pablo Casarus

Arecibo

Añasco

Colegio Oscar Correa Agosto

List other partners:

San Germán

Antonia Martínez

Herminia Ramírez

S.U. Galo Rosado

S.U. Federico Degetau

Academia Sangermeña

Julio V. Guzmán

Henry W. Longfellow

San Germán Interamericana

Academia Presbiteriana

Mariano Abril

Guánica

Esc. Comunidad Magueyes

Teresita Nazario

Agripina Seda

Yauco

Elvira Vicente

Ana M. Negrón

Academia Bautista

Patria Pérez

Hormigueros

Ramón E. Rodríguez Díaz

Sabana Grande

Santa Ana Bilingual Academy

Miglen Learning School

Colegio San Agustín y Espiritu Santos

Cabo Roho

Manuel Fernandez Juncos

James Garfield

S. U. Mildred Arroyo Cardoza

Colegio San Agustín

S. U. Sebastián Pabón Alves

Lajas

Ramón Olivares

Arturo Grant Pardo  
Mario F. Pagán  
Luis Muñoz Rivera

Project Type: Residency

#### Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Mathematics	Yes
<b>Total number of teacher preparation programs: 1</b>	

#### Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?  
Yes

Provide a link to your website where additional information about admissions requirements can be found:  
Information for the present admission requirements are in General Catalog 2015-17 [www.inter.edu](http://www.inter.edu)

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

All students admitted to the University that seek admission to the Teacher Education Program will be classified under the Pre-PEM until they are officially admitted to the TEP mayor of their interest. To be accepted in TEP the students must meet the following requirements: general point average of 2.50 at the university level, have earned a minimum of 18 university credits. The admission requirements for the TEP can be found in the electronic General Catalog ([www.inter.edu](http://www.inter.edu)).

## Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	Yes
Other	No	No

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

2.5

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3

Please provide any additional comments about the information provided above:

#### Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	Yes
Other	No	No

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

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

2.85

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3

Please provide any additional comments about the information provided above:

The alternative route of the Department of Education of Puerto Rico requires at least a bachelor degree and approve a minimum of 21 credits at the subgraduate level in the area of specialization. Also requires general courses as history of Puerto Rico, history of United States; the exceptional student population and the use of technology in education; fifteen credits in core courses in education that include the foundations of philosophy, psychology and sociology of education and a course of clinical experiences in the educational scenario.

#### Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be

reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

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

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

Total number of students enrolled in 2014-15:	842
Unduplicated number of males enrolled in 2014-15:	168
Unduplicated number of females enrolled in 2014-15:	674
<b>2014-15</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	842
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	0

Section I.d Supervised Clinical Experience



Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	90
Average number of clock hours required for student teaching	230
Average number of clock hours required for mentoring/induction support	30
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	7
Number of students in supervised clinical experience during this academic year	47

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

#### EDUC 4013 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO II

Clinical experiences as a student-teacher under the direct supervision of a cooperating teacher in the classroom and a university supervisor. The student-teacher has the responsibility to plan and offer as a minimum one period of class daily during the school semester. If the educational scenario permits it, at the elementary level the student can gradually teach two subjects in one grade or a subject in two grades, and at the secondary level it must be in the student's discipline with two different groups or grades. Requires a minimum of three (3) hours daily in the educational scenario and a minimum grade of B in the course. Prerequisites: 1) have passed the Core and Major Requirements, 2) have a minimum general average of 2.50 in the Core, Major and Specialization Requirements and 3) have the authorization of the Coordinator or Supervisor of Clinical Experiences.

4 credits

#### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject

area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

<b>Subject Area</b>	<b>Number Prepared</b>
Education - General	0
Teacher Education - Special Education	4
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	7
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	3
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	2
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	2

Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	5
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	0
Teacher Education - Social Studies	1
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	4
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	2
Teacher Education - Physics	0
Teacher Education - Spanish	2
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0

Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	0

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

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

<b>Academic Major</b>	<b>Number Prepared</b>
Education - General	0
Teacher Education - Special Education	5
Teacher Education - Early Childhood Education	3
Teacher Education - Elementary Education	6
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	2

Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	3
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	0
Teacher Education - Science	2
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	5
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0

Teacher Education - German	0
Teacher Education - History	3
Teacher Education - Physics	0
Teacher Education - Spanish	2
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	5
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0

Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0

Computer and Information Sciences	0
Other	0
Specify:	

#### Section I.f Program Completers

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

2014-15: 41

2013-14: 48

2012-13: 41

#### Section II Annual Goals - Mathematics

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

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

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

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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



5

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We had a proposal that prepare teachers in mathematics in 2014-15, but they didn't took the state assessment that certificate as mathematics teachers in Puerto Rico. Some of them went to the Unites States to work.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

It is very difficult to forecast the prospective teachers because the economic and social situation that exist in Puerto Rico the students only approve in each semester lower credits.

## Section II Annual Goals - Science

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

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

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

Academic year 2014-15

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

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We put in moratorium the concentration of science to teach this matter in middle school in 2009, so we cant accept no more students.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

No

How many prospective teachers did your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

No

How many prospective teachers does your program plan to add in science in 2016-17?

Provide any additional comments, exceptions and explanations below:

We prepare teachers in biology and chemistry but no more in science to teach in middle schools.

## Section II Annual Goals - Special Education

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

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

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

Academic year 2014-15

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

Yes

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

4

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

It is difficult to give a number of prospective teacher because the students must comply the requirements for the concentration and right know we only have 3.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

Because of this program requirements, it is very hard to predict the amount of prospective teacher for 2016-17..

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2014-15

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

Yes

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

4

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

It is difficult to calculate a number of prospective teachers because the students have to approve the major and core course in education to be accept in the clinical courses and many of them are between 60-88 credits. Another factor that limit our students to take more courses in semester is the economic situation of the island.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Across the general education curriculum and teachers education curriculum you would access the descriptions of the courses in General Catalog 2015-2017(www.inter.edu; pages 188-212, 421-4441). These descriptions provide the evidences of the compliance with the assurances.

### Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
PR10 -FUNDAMENTAL KNOWLEDGE AND COMMUNICATION COMPETENCIES College Board All program completers, 2014-15	40	107	39	98
PR10 -FUNDAMENTAL KNOWLEDGE AND COMMUNICATION COMPETENCIES College Board All program completers, 2013-14	48	104	46	96
PR10 -FUNDAMENTAL KNOWLEDGE AND COMMUNICATION COMPETENCIES College Board All program completers, 2012-13	41	104	33	80
PR21 -PROFESSIONAL COMPETENCIES: ELEMENTARY College Board All program completers, 2014-15	21	98	20	95
PR21 -PROFESSIONAL COMPETENCIES: ELEMENTARY College Board All program completers, 2013-14	27	101	25	93
PR21 -PROFESSIONAL COMPETENCIES: ELEMENTARY College Board All program completers, 2012-13	19	100	16	84
PR25 -PROFESSIONAL COMPETENCIES: SECUNDARY College Board All program completers, 2014-15	19	110	19	100
PR25 -PROFESSIONAL COMPETENCIES: SECUNDARY College Board All program completers, 2013-14	21	105	19	90
PR25 -PROFESSIONAL COMPETENCIES:	22	106	20	91



SECUNDARY College Board All program completers, 2012-13				
PR40 -SPECIALIZATION: ENGLISH College Board All program completers, 2014-15	5			
PR40 -SPECIALIZATION: ENGLISH College Board All program completers, 2013-14	3			
PR40 -SPECIALIZATION: ENGLISH College Board All program completers, 2012-13	2			
PR50 -SPECIALIZATION: MATH College Board All program completers, 2014-15	1			
PR50 -SPECIALIZATION: MATH College Board All program completers, 2013-14	0			
PR50 -SPECIALIZATION: MATH College Board All program completers, 2012-13	5			
PR70 -SPECIALIZATION: SCIENCE College Board All program completers, 2014-15	5			
PR70 -SPECIALIZATION: SCIENCE College Board All program completers, 2013-14	2			
PR70 -SPECIALIZATION: SCIENCE College Board All program completers, 2012-13	1			
PR60 -SPECIALIZATION: SOCIAL STUDIES College Board All program completers, 2014-15	3			
PR60 -SPECIALIZATION: SOCIAL STUDIES College Board All program completers, 2013-14	2			
PR60 -SPECIALIZATION: SOCIAL STUDIES College Board All program completers, 2012-13	1			
PR30 -SPECIALIZATION: SPANISH	2			

College Board All program completers, 2014-15				
PR30 -SPECIALIZATION: SPANISH College Board All program completers, 2013-14	1			
PR30 -SPECIALIZATION: SPANISH College Board All program completers, 2012-13	0			

### Section III Summary Pass Rates

<b>Group</b>	<b>Number taking tests</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
All program completers, 2014-15	40	38	95
All program completers, 2013-14	48	44	92
All program completers, 2012-13	41	33	80

### Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

TEAC

CAEP

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

No

### Section V Use of Technology

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

Does your program prepare teachers to:

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

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

The University offers two specific courses that develop the basic skills to access to information and computers. These courses are GEIC 1010 Information and computer literacy and EDUC 2060 Use of the technology in education. The first course is a prerequisite for EDUC 2060. GEIC 1010 include the development of skills in the use of the computer and in search for and the processing of information and the management of software such as operating systems, word processors, presentations, calculation sheets, navigators and information databases.

In the course of use of technology in education the students learn to administrate different computerized educational programs, including the search for information, educational software, and the use of educational process. Also the students learn electronic tools like: Internet forum or message board, blogs, blackboard chats and e-mails.

The TEP program offers 20 courses that integrate the use of technology. These combines study modality offers students the opportunity to take the teaching-learning process through direct contact (faculty-students) and through the World Wide Web in each academic term. Each student has access to a computer with connection to the Internet where the student receives the materials and sends the assignments and others class works.

## Section VI Teacher Training

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

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

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

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

The teacher education program offers to all candidates the core courses Exceptional Student Population. This course offer a discussion of the general characteristics presented by the different groups that comprise the exceptional student population, as well as the strategies and procedures for working with these groups in the regular classroom. Includes the use of technological assistance. Another theme is the identification of educational services offered to this population in Puerto Rico and the analysis of laws that guarantee their right to education, especially the exceptional student population under 21 years of age. Attach the syllabus of these courses that includes the planning activities.

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

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes

- teach students who are limited English proficient effectively  
No

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

Our special education teachers program offer different courses that prepare working effectively with special students. The following course focuses the attention to work properly with this population: EDUC-2905, EDUC-2906, EDUC-3270, EDUC-3470, and EDUC-3570. The course EDUC-3570 focuses in analysis of individualized educational programs, teaching strategies, methods and techniques. Includes experiences in educational environments where students with different limitations are cared for. You can found the all courses description in the electronic catalog 2015-2017([www.inter.edu](http://www.inter.edu)).

## Section VII Contextual Information

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

Our program received an accreditation for seven years by the Teacher Education Accreditation Council in June 11, 2012 to June 11, 2019. Adjunct the evidence of certification of the evaluation.

## Supporting Files

<http://www.sg.inter.edu/index.php?page=caep-informacion>

<http://www.sg.inter.edu/>

## Complete Report Card

AY 2014-15

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