

Self-Study Report

**INTER AMERICAN
UNIVERSITY OF
PUERTO RICO -
SAN GERMÁN
P.O. Box 5100
San Germán, PR
00683 May 17, 2021
12:00 a.m.**

Type of Visit:

Probation visit - Initial Teacher Preparation

CAEP Self-Study Report

I. EPP Overview

Guide to the Self-Study Report

a. Context and Unique Characteristics

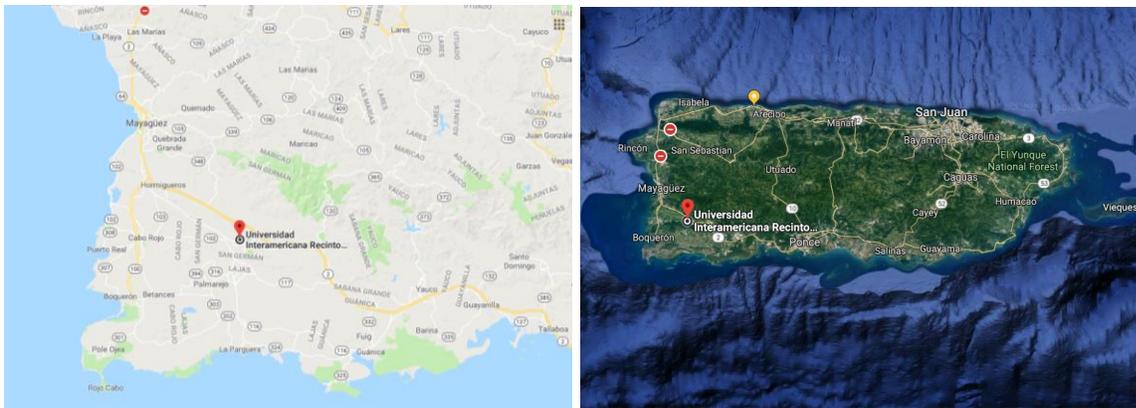
Name and age of Institution and EPP. The Inter American University of Puerto Rico (IAUPR) is a private institution with a Christian heritage and an ecumenical tradition. It is a non-profit organization that provides college instruction to students of both sexes. It was founded in 1912 as the Polytechnic Institute of Puerto Rico on the land occupied today by the San Germán Campus.¹

The Educator Preparation Program, hereafter TEP (Teacher Education Program), is an institutional program offered in eight campuses or institutional units, including San Germán Campus. The Educator Preparation Programs (EPP) at the San Germán Campus of the IAUPR encompass two levels: Initial and Advanced. The TEP is an initial EPP that offers Bachelor's degrees in education and related fields. The Graduate Programs in Education and other related fields are advanced-level EPP. This *CAEP Self-Study Report* submitted to the Council for the Accreditation of Education Preparation (CAEP) **is only for TEP (Initial-Level Program) at the San Germán Campus** to be considered at the Probation visit in May 12-20, 2021.

URLs for institution and EPP. The URL for the Institution (Inter American University of Puerto Rico, IAUPR) is <http://www.inter.edu/>. The URL for the San Germán Campus of the IAUPR is <http://www.sg.inter.edu/>. And, the URL for TEP at the San Germán Campus is <http://www.sg.inter.edu/index.php?page=caep-informacion>, for the Department of Education and Physical Education the URL <http://www.sg.inter.edu/decanato-de-asuntos-academicos/departamentos-academicos/educacion-y-educacion-fisica/>, and for the Departments of Art and the Department of Music (former Department of Fine Arts) its location is in <http://www.sg.inter.edu/decanato-de-asuntos-academicos/departamentos-academicos/bellas-artes/>. The URL for information about the accreditation by CAEP is in <http://www.sg.inter.edu/decanato-de-asuntos-academicos/departamentos-academicos/educacion-y-educacion-fisica/caep-informacion/>

Location of EPP. The TEP at the San Germán Campus is located at the Southwestern region of Puerto Rico. Its location is in 18A Inter American Avenue (former Luna Street) in the municipality of San Germán, Puerto Rico. Its location can be viewed through Google Maps. (<https://www.google.com/pr/maps/dir//interamerican+university+san+german+campus/...>)

¹ Inter American University of Puerto Rico. (2020, February). *General Catalog 2019-2020*. San Juan, Puerto Rico: Vice Presidency for Academic and Student Affairs, p. 29. Retrieved from https://documentos.inter.edu/wp-admin/admin-ajax.php?juwpfisadmin=false&action=wpfd&task=file.download&wpfd_category_id=374&wpfd_file_id=23171&token=310539156c32b6202fe6c15b8d75be33&preview=1.



(Retrieved from <https://www.google.com/pr/maps/dir//interamerican+university+san+german+campus/...>)

San Germán, Puerto Rico Geographic Information

Country	Puerto Rico
Latitude	18.080708
Longitude	-67.041107
DMS Lat	18° 4' 50.5488" N
DMS Long	67° 2' 27.9852" W
UTM Easting	707,311.83
UTM Northing	2,000,214.98
UTM Zone	19Q
Elevation (m)	60 m
Elevation (f)	197 feet
Category	Towns
Country Code	PR
Zoom Level	10

Coordinates of **San Germán, Puerto Rico** is given above in both decimal degrees and DMS (degrees, minutes and seconds) format. The country code given is in the ISO2 format.

(Retrieved from <https://www.latlong.net/place/san-germ-n-puerto-rico-11747.html>)

Figure 1. Location of Inter American University of Puerto Rico in San Germán

b. Description of Organizational Structure

The Teacher Education Program (TEP) at the San Germán Campus offers Bachelors' in Arts degrees. Its majors are: Preschool Level Education; Early Childhood Education (K-3rd and 4th-6th); Secondary Education (Biology, Chemistry, History Mathematics, Social Studies, and Spanish); Physical Education (Elementary and Secondary levels, and Adapted); Special Education; Teaching English as a Second Language (Elementary and Secondary levels); Art Education; and Music Education. (Inter American University of Puerto Rico. (2020, February, p. 213. Inter American University of Puerto Rico. (2020, February, p. 213.)² These options or majors meet the requirements for teacher certification granted by the Department of Education of Puerto Rico (DEPR). (Departamento de Educación, Gobierno de Puerto Rico, DEPR. (2012, 25 de enero). *Reglamento de Certificación del Personal Docente de Puerto Rico*. San Juan, Puerto Rico: Autor. Retrieved from <http://enredes.org/biblio/index.php/repository/send/20-reglamentos/106-reglamento-de-certificacion-de-personal-docente>)³

² Inter American University of Puerto Rico. (2020, February, p. 213.

³ Departamento de Educación, Gobierno de Puerto Rico, DEPR. (2012, 25 de enero). *Reglamento de Certificación del Personal Docente de Puerto Rico*. San Juan, Puerto Rico: Autor. Retrieved from <http://enredes.org/biblio/index.php/repository/send/20-reglamentos/106->

At the Initial Level, three academic departments administer one EPP (TEP), which offer 18 active program options or specialties (majors) at this moment. The Department of Education and Physical Education is in charge of the following majors: Preschool Level Education; Early Childhood Education (levels K-3rd and 4th-6th); Secondary Education (Biology, Chemistry, History Mathematics, Social Studies, and Spanish); Physical Education (Elementary and Secondary levels, and Adapted); Special Education; and Teaching English as a Second Language (Elementary and Secondary levels). The Art Department oversees the Art Education Program, and the Music Department administered the Music Education Program (General-Vocal, and Instrumental). The TEP's organizational chart is presented in Figure II.

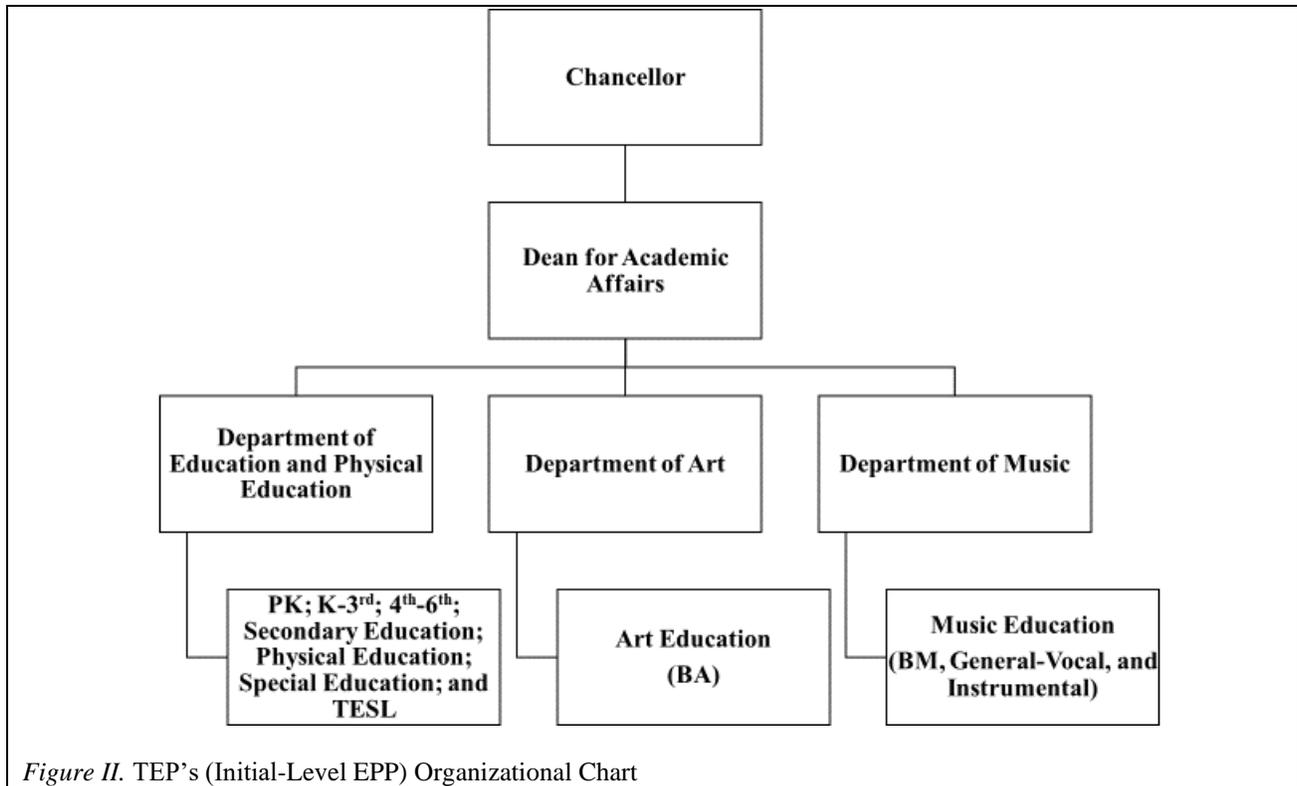


Figure II. TEP's (Initial-Level EPP) Organizational Chart

c. Vision, Mission, and Goals

On July 2014, the TEP revised and established its theoretical and methodological framework. This framework is published in the *General Catalog 2019-2020* of the Inter American University of Puerto Rico⁴ (English text) at https://documentos.inter.edu/wp-admin/admin-ajax.php?juwpfisadmin=false&action=wpfd&task=file.download&wpfd_category_id=374&wpfd_file_id=23171&token=310539156c32b6202fe6c15b8d75be33&preview=1. The information retrieved from these sources is as follows.

Vision of the TEP. The Program aspires to develop a series of integrated educational experiences, focused on the professional formation of a teacher of excellence. That is to say, that the teacher will contribute to the educational scenario with his professional competences of knowledge, skills and attitudes necessary to promote changes and answers adapted to the educational environment. Primarily, the Program aims to prepare a teacher, who is knowledgeable of the problems of education in Puerto Rico and in other countries, in such a way that he will be able to collaborate in the process of constructive changes that will improve his quality of life and that of others.

Mission of the TEP. The Program is directed to the formation of teachers within a curriculum that provides an accumulation of articulated experiences which, at the same time, provides space for the construction of the pedagogical knowledge and content that will develop the future teacher. These experiences will be characterized by continuous reflection, practice in real scenarios, research, collaboration, relevance of the contents, pedagogical modeling and the search and use of means that will provide solutions to the typical problems of the teaching-learning processes in different contexts. In this curriculum the components of the general education, core and major courses will be integrated.

[reglamento-de-certificacion-de-personal-docente](#)

⁴ IAUPR (2020), pp. 212-213.

Goals of the TEP. In harmony with the vision and the mission for the TEP, the following goals, in coherence with the profile of competences of graduates of the Program, are established.

1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical and humanist culture.
2. Promote research, the management of information, and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system.
3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.
4. Promote the solution of problems related to the educational environment within the frame of ethical, legal and social responsibility that regulates the profession.
5. Develop educational leaders committed to their professional development as a means to promote a better pedagogical practice, and, therefore, a better quality of life within the context of a culture of peace.

General Objectives of the TEP. The Program aims to achieve the following general objectives:

1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.
2. Use research, the sources of information and technological advances on which to base the development of educational innovations.
3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.
4. Apply the ethical, legal and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.
5. Show commitment to the continuous improvement of the required professional competences in the field of education.

Profile of the Competences of Graduates of the TEP. This Program is designed to develop the general competences, tied to the core courses that will permit students to:

Knowledge. To know and understand:

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.
2. The processes of construction of cognitive, affective and psychomotor learning through the different stages of human development.
3. The importance of the creation of a harmonious physical and social environment that is adjusted to the diversity of the social groups and to the individual needs and interests of the students.
4. The laws, regulations and procedures of the educational system, as well as the ethical, legal and social implications of their professional performance.
5. The implications and importance of the integration of parents and other sectors of society in the educational task of the school community.

Skills.

1. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education.
2. Plan student learning by integrating educational strategies with a scientific emphasis in instructional design.
3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject matter they teach.
4. Apply the complementary processes of evaluation, assessment and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning.
5. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.
6. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.
7. Use a variety of educational and technological resources to facilitate learning in diverse student populations.
8. Use communication skills in an effective way to develop in the students the understanding of how they learn.

Attitudes.

1. Show respect and tolerance to individual and cultural differences of students in the educational scenario.
2. Show a positive and binding attitude between professional development and the academic needs of the students.
3. Show a critical and creative attitude towards the management of information available in different sources related to the teaching discipline and to the field of education.
4. Assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students.

d. EPP's Shared Values and Beliefs for Educator Preparation

The Teacher Education Program (TEP) of Inter American University of Puerto Rico (IAUPR) constitutes an answer to the needs and aspirations of a society in constant change and to the requirements of the Certification of Teachers Regulations of the Puerto Rico Department of Education. To achieve this, it is based on the Vision, the Mission and the Goals of IAUPR, the University's conception of an educated person, the Professional Standards of Teachers adopted by the Puerto Rico Department of Education, and the "Standards of Accreditation" of the Council for the Accreditation of Educator Preparation (CAEP).

The Theoretical and Methodological Framework of the TEP reads as follows⁵:

The Teacher Education Program has a psycho philosophical foundation of a behaviorist, constructivist and humanist character. This approach can be considered as an eclectic conceptual model, which allows the Program to integrate, in an organized way, principles of the three theoretical frames in its curricular designs and in its pedagogical practice leading to the formation of the future teacher. This framework of theoretical and methodological reference will serve as a guide of the TEP for decision making and the incorporation of actions related to its development and its curricular revision and assessment processes, in harmony with the highest standards of quality and educational excellence.

Although the TEP is based on an eclectic conceptual paradigm, it gives more emphasis to the constructivist and humanist theoretical perspectives. Under the constructivist perspective, the aspiring teacher is considered as an active and totally reflective person in his professional formation process. On the other hand, the humanist approach orients the educational process of the future teacher towards his integral development as a being human, in such a way, that he contributes his competences of knowledge, skills, attitudes and values to improve the quality of life of his students and society.

It is important to mention that during the last half of the last century, and during the part of the current century that has passed, education in Puerto Rico has been framed, generally, by two learning theories: the behavioral theory and the cognitive theory. In the last decades the idea of a constructivist approach in learning and in the curriculum has acquired particular interest among educators. The psychological frame of constructivism is delimited by cognitive theories of learning, and within the curriculum of the TEP, it is founded on a humanist approach toward education. From the perspective of the philosophy and psychology of education, constructivism presents a coherent explanation of how a person learns by means of an active process of construction of knowledge through significant experiences; whereas, the humanistic vision in the curriculum promotes the professional and social commitment of the future teacher to attend to the educational needs and interests of the diverse student populations with sensitivity.

This implies that all teacher education programs must provide a wide variety of educational experiences for the academic formation of the aspiring teachers, directed toward the maximum development of a pedagogical culture. These practical and formative educational experiences will permit the future teacher to establish a connection between the theoretical knowledge and the pedagogical practice, in a pertinent context of human formation.

In order to give direction to its vision, mission and declaration of goals statements, the TEP uses the professional standards of teachers established by the Puerto Rico Department of Education and by CAEP. These standards have as their main purpose to delineate the professional characteristics that the teacher must have to achieve students' development, in an integral way, ensuring that students develop their capacities and potentialities to the maximum in all dimensions as human beings, within a context of a culture of peace and acceptance of diversity. In addition, these standards establish the indicators of the qualities that the teachers must have to facilitate their students' learning of knowledge, skills and attitudes. It is important to indicate that the standards also serve the teacher as parameters for him to reflect upon his/her continuous professional development and how this must be in harmony with the learning needs of his students.

In synthesis, the task of educational formation is a complex one and poses a great social responsibility. In order to assume

⁵ IAUPR (2020), pp. 211.

this responsibility, the TEP has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an effective means to improve its quality of life. Our Claims are the following:

- **Claim 1.1/4.1 Subject Matter Knowledge:** *The candidates at completion⁶ and completers⁷ of the Educator Preparation Programs demonstrate knowledge in their subject matter or specialization by achieving a performance above the passing scores of standardized tests for certification, and 80% (“B”, above average attainment) in other measures.*
- **Claim 1.2/4.2 Pedagogical Knowledge:** *The candidates at completion and completers of the Educator Preparation Programs demonstrate pedagogical/professional skills to apply them to an education context or level by achieving a performance above the passing scores of standardized test for certification, and 80% (above average attainment or satisfactory) or more in other measures.*
- **Claim 1.3/4.3 Research:** *The candidates at completion and completers of the Educator Preparation Programs demonstrate that they have learned how to access information on their own (research), that they can transfer what they have learned to new situations, and that they have acquired the attitudes and skills that will support life-long learning in their field by achieving a performance of above average attainment/satisfactory or more.*
- **Claim 1.4/4.4 Technology:** *The candidates at completion and completers of the Educator Preparation Programs are able to use technology in their education context or level by achieving performance of above average attainment/satisfactory or more.*
- **Claim 2.1:** *TEP’s clinical partners co-construct mutually beneficial P-12 school and community arrangements, for clinical preparation and share responsibility for continuous improvement of candidate preparation.*
- **Claim 2.2:** *TEP’s clinical educators prepare, evaluate, and support our teacher candidates at completion, who demonstrate a positive impact on their P-12 student learning and development.*
- **Claim 2.3:** *TEP’s clinical experiences are of sufficient depth, breadth, diversity, coherence, and duration to ensure that teacher candidates at completion demonstrate the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*
- **Claim 3.1:** *The recruitment of students for the Teacher Education Program is included in the recruitment plans of the San Germán Campus, and the TEP has and implements a plan for the retention of those admitted students.*
- **Claim 3.2:** *The TEP established admission requirements, enrolled candidates meet CAEP minimum criteria for academic achievement (grade point average of 3.0) and a group average performance on nationally normed assessments (PCMAS) in the top 50 percent of those assessed (50th percentile).*
- **Claim 3.3:** *The TEP’ establishes and monitors attributes and dispositions (academic and non-academic factors) that candidates must demonstrate at admissions and during the program.*
- **Claim 3.4:** *The TEP’s enrolled candidates (active students) develop content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology through their advancement from admission through completion.*
- **Claim 3.5:** *Before graduation, candidates reached mastery for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.*
- **Claim 3.6:** *Before graduation, candidates understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.*

The TEP’s claims 1 and 2 are aligned to Standard 1 and Standard 4 of 2013 CAEP Standards (2019)⁸ as well as to InTASC (Council of Chief State School Officers, CCSSO, April 2013)⁹, and to the Professional Standards of the Teachers of Puerto Rico

⁶ Existing students of Educator Preparation Programs (EPP) in final clinical/internship/practice courses, but not yet in service.

⁷ Alumni from the Educator Preparation Programs (EPP) employed or seeking employment, especially in 1st to 3rd year post-exit from EPP.

⁸ Retrieved from <http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-0219.pdf?la=en>

⁹ Retrieved from https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

(DEPR, 2008, Spanish text)¹⁰. Table 1 presents this alignment.

Table 1

Alignment of CAEP Standards 1 & 2 Components to EPP Claims and Supporting Evidence Sources

CAEP Standards and Components	EPP Claims
Standard 1: Content and Pedagogical Knowledge. <i>The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</i>	
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.	<p>Claim 1. Subject Matter Knowledge Claim 2. Pedagogical Knowledge</p> <p>[InTASC (2011): Standard 1: Learner Development; Standard 2: Learning Differences; Standard 3: Learning Environment; Standard 4: Content Knowledge; Standard 5: Application of Knowledge; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies; Standard 9: Professional Learning and Ethical Practice; Standard 10: Leadership and Collaboration]</p> <p>[DEPR (2008): Standard 1: Subject matter Knowledge; Standard 2: Pedagogical Knowledge; Standard 3: Instructional Strategies; Standard 4: Learning Environments; Standard 5: Diversity and Special Needs; Standard 6: Evaluation and Assessment; Standard 7: Integration of Technology; Standard 8: Communication and Language; Standard 9: Family and Community; Standard 10: Information Management; Standard 11: Professional Development]</p>
1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.	<p>Claim 3. Research</p> <p>[InTASC (2011): Standard 5: Application of Knowledge; Standard 6: Assessment]</p> <p>[DEPR (2008): Standard 6: Evaluation and Assessment; Standard 7: Integration of Technology; Standard 10: Information Management]</p>
1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).	<p>Claim 1. Subject Matter Knowledge Claim 2. Pedagogical Knowledge</p> <p>[InTASC (2011): Standard 4: Content Knowledge; Standard 5: Application of Knowledge]</p> <p>[DEPR (2008): Standard 1: Subject matter Knowledge; Standard 2: Pedagogical Knowledge]</p>
1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).	<p>Claim 2. Pedagogical Knowledge</p> <p>[InTASC (2011): Standard 3: Learning Environment; Standard 4: Content Knowledge; Standard 5: Application of Knowledge; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies]</p> <p>[DEPR (2008): Standard 1: Subject matter Knowledge; Standard 2: Pedagogical Knowledge; Standard 3: Instructional Strategies; Standard 4: Learning Environments; Standard 5: Diversity and Special Needs; Standard 6: Evaluation and Assessment; Standard 10: Information Management; Standard 11: Professional Development]</p>
1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to	<p>Claim 4: Technology</p> <p>[InTASC (2011): Standard 5: Application of Knowledge; Standard 6:</p>

¹⁰ Retrieved from <http://intraedu.dde.pr/indepn/comiteasesor/docdisponibles/ESTANDARES%20PROFESIONALES%20DE%20LOS%20MAESTROS%20DE%20PUERTO%20RICO.pdf>

CAEP Standards and Components	EPP Claims
engage students and improve learning; and enrich professional practice.	<p>Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies;]</p> <p>[DEPR (2008): Standard 1: Subject matter Knowledge; Standard 2: Pedagogical Knowledge; Standard 6: Evaluation and Assessment; Standard 7: Integration of Technology; Standard 10: Information Management]</p>
<p>Standard 4. Program Impact. <i>The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</i></p>	
<p>4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.</p>	<p>Claim 2. Pedagogical Knowledge</p> <p>[InTASC (2011): Standard 4: Content Knowledge; Standard 5: Application of Knowledge; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies; Standard 9: Professional Learning and Ethical Practice; Standard 10: Leadership and Collaboration]</p> <p>[DEPR (2008): Standard 1: Subject matter Knowledge; Standard 2: Pedagogical Knowledge; Standard 3: Instructional Strategies; Standard 4: Learning Environments; Standard 5: Diversity and Special Needs; Standard 6: Evaluation and Assessment; Standard 7: Integration of Technology; Standard 8: Communication and Language; Standard 9: Family and Community; Standard 10: Information Management; Standard 11: Professional Development]</p>
<p>4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>	<p>Claim 2. Pedagogical Knowledge</p> <p>[InTASC (2011): Standard 5: Application of Knowledge; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies]</p> <p>[DEPR (2008): Standard 2: Pedagogical Knowledge; Standard 3: Instructional Strategies; Standard 4: Learning Environments; Standard 5: Diversity and Special Needs; Standard 6: Evaluation and Assessment; Standard 7: Integration of Technology]</p>
<p>4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.</p>	<p>Claim 2. Pedagogical Knowledge</p> <p>[InTASC (2011): Standard 1: Learner Development; Standard 2: Learning Differences; Standard 3: Learning Environment; Standard 4: Content Knowledge; Standard 5: Application of Knowledge; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies; Standard 9: Professional Learning and Ethical Practice; Standard 10: Leadership and Collaboration]</p> <p>[DEPR (2008): Standard 1: Subject matter Knowledge; Standard 2: Pedagogical Knowledge; Standard 3: Instructional Strategies; Standard 4: Learning Environments; Standard 5: Diversity and Special Needs; Standard 6: Evaluation and Assessment; Standard 7: Integration of Technology; Standard 8: Communication and Language; Standard 9: Family and Community; Standard 10: Information Management; Standard 11: Professional Development]</p>
<p>4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>	<p>Claim 2. Pedagogical Knowledge Claim 4: Technology</p> <p>[InTASC (2011): Standard 1: Learner Development; Standard 2: Learning Differences; Standard 3: Learning Environment; Standard 4: Content Knowledge; Standard 5: Application of Knowledge; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies; Standard 9: Professional Learning and Ethical Practice; Standard 10: Leadership and Collaboration]</p>

CAEP Standards and Components	EPP Claims
	[DEPR (2008): Standard 1: Subject matter Knowledge; Standard 2: Pedagogical Knowledge; Standard 3: Instructional Strategies; Standard 4: Learning Environments; Standard 5: Diversity and Special Needs; Standard 6: Evaluation and Assessment; Standard 7: Integration of Technology; Standard 8: Communication and Language; Standard 9: Family and Community; Standard 10: Information Management; Standard 11: Professional Development]

EPP Accreditation Status

e. Is the EPP regionally or institutionally accredited?

- Yes
 No. the EPP is ineligible for regional/institutional accreditation or such accreditation is not available

EPP is regionally or institutionally accredited

a. If your institution/EPP is regionally accredited, please upload a PDF copy of the award of regional accreditation here. If your institution/EPP is NOT regional accredited, please move to the next page.

The San Germán Campus of the Inter American University of Puerto Rico, and the Teacher Education Program TEP (EPP) as part of it, are accredited by the *Middle States Commission on Higher Education*, and by the former *Consejo de Educación de Puerto Rico* (Council of Education of Puerto Rico), now *Junta de Instituciones Postsecundarias* (Board of Post-Secondary Institutions) . Copy of the award letters will be uploaded in AIMS platform. Figures III and IV present these award letters.



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Suite 2 West
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STATEMENT OF ACCREDITATION STATUS

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

Institution: INTER AMERICAN UNIVERSITY
OF PUERTO RICO SAN GERMAN San German, PR
CAMPUS

Chief Executive Officer: Prof. Agnes Mojica, Chancellor

Carnegie Classification: Master's Colleges & Universities: Medium Programs » Four-year,
medium, primarily nonresidential

Control: Private (Non-Profit)

Address: P. O. Box 5100
San German, PR 00683-9801

Phone: (787) 264-1912

URL: www.sg.inter.edu

Accreditation Liaison Officer (ALO): Dr. Nyvia Alvarado

Commission Staff Liaison: Dr. Paul Starkey, Vice President

Figure III. Regional Accreditation Award Letter (Middle States Commission on Higher Education)



ESTADO LIBRE ASOCIADO DE
PUERTO RICO
Consejo de Educación de Puerto Rico

CERTIFICADA CON ACUSE DE RECIBO
#7014-3490-0000-5417-7255

15 de agosto de 2016

Consejo de Educación de Puerto Rico
Oficina de Licenciamiento y Acreditación
Unidad de Educación Superior

Despachado: *mem*
Fecha: *15 agosto 2016 a.m.*

Lcdo. Manuel J. Fernós, Presidente
Universidad Interamericana de Puerto Rico
Oficina Central del Sistema
PO Box 363255
San Juan, Puerto Rico 00936-3255

Atención: Dra. Maritza Ortiz Aponte, Directora Institucional Acreditación y Licencias

Estimado Ilcenciado Fernós:

El Consejo de Educación de Puerto Rico, en reunión ordinaria del 30 de junio de 2016, aprobó la Licencia de Renovación de la Universidad Interamericana de Puerto Rico para continuar operando como institución de educación superior en Puerto Rico y ofrecer los programas académicos reconocidos en la certificación en las siguientes unidades institucionales: Recintos de Aguadilla, Arecibo, Barranquitas, Bayamón, Fajardo, Guayama, Metropolitano, Ponce, San Germán, Escuela de Derecho y Escuela de Optometría. La licencia es válida por un término de cinco (5) años. Se acompaña el Informe Final de esta evaluación y de la certificación correspondiente, la cual se archiva en autos en esta fecha.

Además, el Consejo determinó solicitar un Informe de Cumplimiento a ser sometido en diciembre de 2016 en el que la Institución:

1. Presente un plan de acción a seguir en cuanto a Servicios Estudiantiles y Garantías a la Seguridad Académica, según se describe en el criterio SE - 5 del Informe Final.
2. Centro Universitario de Caguas - presente evidencia del reclutamiento de un(a) Bibliotecario(a) Auxillar y los recursos de información adicionales adquiridos, según los programas que se ofrecen.

La Universidad Interamericana de Puerto Rico continuará presentando los Informes de Cumplimiento a los programas aprobados según la reglamentación vigente de 2012.

PO BOX 19900, San Juan, PR 00910-1900
Tel. (787) 641-7100
www.ce.pr.gov



Figure III. State Accreditation Award Letter (Council Education of Puerto Rico)

Table 2. Program Characteristics

a. Complete this table of program characteristics by entering the information requested for every program or program option offered by the EPP. Cross check the list with the programs listed in the EPP's academic catalog, if any, as well as the list of state-approved registered programs, if applicable. Site Visitors will reference this list in AIMS during the accreditation review process.

Note: EPP is responsible for ensuring the accuracy of the data imported into this table.

Table 2. Program Characteristics

Name of Program/ Specialty area	Enrollment in current fall cycle (Fall, 2020)	Enrollment in last fall cycle (Fall, 2019)	Degree level	Certificate or licensure level	Method of Delivery	State(s) in which program is approved	Date of state approval(s)	Selected Program Review Option ¹¹
B.A. Secondary Education in Mathematics	8	13	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1980	CAEP Evidence Review of Standard One
B.A. Special Education	12	10	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1990	CAEP Evidence Review of Standard One
B.A. Secondary Education in History	7	8	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1990	CAEP Evidence Review of Standard One
B.A. Secondary Education in Spanish	15	19	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1990	CAEP Evidence Review of Standard One
B.A. Teaching English as a Second Language at the Secondary Level	24	34	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1990	CAEP Evidence Review of Standard One
B.A. Secondary Education in Biology	3	6	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1990	CAEP Evidence Review of Standard One
B.A. Physical Education at the Secondary Level	9	8	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1990	CAEP Evidence Review of Standard One
B.A. Secondary Education in Social Studies	5	4	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1990	CAEP Evidence Review of Standard One
B.A. Physical Education at the Elementary Level	7	10	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1997	CAEP Evidence Review of Standard One
B.A. Secondary Education in Chemistry	0	0	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1990	CAEP Evidence Review of Standard One
B.M. Music Education: Instrumental	32	43	Bachelor in Music	Initial	Campus-based	Puerto Rico	1980	CAEP Evidence Review of Standard One
B.M. Music Education: General-Vocal	54	71	Bachelor in Music	Initial	Campus-based	Puerto Rico	1980	CAEP Evidence Review of Standard One
B.A. Teaching English as a Second Language at the Elementary Level	9	16	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1980	CAEP Evidence Review of Standard One
B.A. Adapted Physical Education	5	8	Bachelor in Arts	Initial	Campus-based	Puerto Rico	2005	CAEP Evidence Review of Standard One
B.A. Early Childhood:	21	26	Bachelor in Arts	Initial	Campus-based	Puerto Rico	1980	CAEP Evidence Review of

¹¹ CAEP Evidence Review of Standard One (formerly known as CAEP Program Review with Feedback) | EPPs will build a case for CAEP Standard 1 and submit complete evidence for the standard as part of the self-study report. The evidence will address candidate proficiencies relevant to the learner and learning, specialty content and content pedagogy, instructional practice, and professional responsibilities. Data will be disaggregated data by licensure areas, degree levels, and modes of delivery. EPPs describe how they use the evidence for continuous improvement. Retrieved from <http://caepnet.org/accreditation/caep-accreditation/program-review-options>

Name of Program/ Specialty area	Enrollment in current fall cycle (Fall, 2020)	Enrollment in last fall cycle (Fall, 2019)	Degree level	Certificate or licensure level	Method of Delivery	State(s)in which programis approved	Date of state approval(s)	Selected Program Review Option ¹¹
Elementary Level (K-3)								Standard One
B.A. Early Childhood: Elementary Level (4-6)	5	6	Bachelor in Arts	Initial	Campus- based	Puerto Rico	1980	CAEP Evidence Review of Standard One
B.A. Early Childhood: Pre- school Level	17	20	Bachelor in Arts	Initial	Campus- based	Puerto Rico	1980	CAEP Evidence Review of Standard One
B.A. Visual Arts: Art Education	8	9	Bachelor in Arts	Initial	Campus- based	Puerto Rico	1980	CAEP Evidence Review of Standard One
Total	241	311						

Table 3. EPP Characteristics

Complete this table of EPP characteristics in AIMS to provide an expanded profile by which the accreditation process is managed by CAEP staff. This AIMS version of this table, in which the data are actually entered, has drop-down menus by which characteristics are selected and the table is completed.

Control of Institution	
Student Body	
Carnegie Class	
Location	Urban
Teacher Preparation Levels	Currently offering initial teacher preparation programs Currently offering advanced educator preparation programs
EPP Type	Hispanic Serving Institution
Religious Affiliations	Udenominational
Language of Instruction	Spanish
Institutional Accreditation (Affiliations)	Middle States Association of Colleges and Schools

Table 4. Qualification Table for EPP-based Clinical Educators

a. The clinical educator (EPP-based clinical faculty & supervisors) qualifications table is completed by providing information for each of the EPP-based clinical educators.

Table 4a. Qualification Table for EPP-based Clinical Educators (University Supervisors, 2018-2019 to 2020-2021)

Name	Highest degree earned	Field or specialty area of highest degree	Program Assignment (s)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching or administration dates of engagement in these roles, last five years
Centeno Martell, Ingrid	M. Music Education/ Florida State University/1988 Ed.D. candidate/ Inter American University of Puerto Rico	Piano, Music Education (MUED), Coordinator of Clinical Courses in Music	Assistant Professor/1998, Music Education	Clinical Experiences Supervisor and Coordinator of Music Education Clinical Courses Faculty	Fine Arts Music Education Vocal DEPR Teacher Licensure K- 12, 2019-2024 Certificate of Advance	MUED coordinator and supervisor of student practicums since 2016 in public schools of San Germán (Lola Rodriguez de Tio; H. Longfellow; Antonia Martínez) Mayaguez (ELMERA, Mariano Riera Palmer) and Peñuelas (Daniel Webster).

Name	Highest degree earned	Field or specialty area of highest degree	Program Assignment (s)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching or administration dates of engagement in these roles, last five years
					Graduate Studies in MUED (CAGS) from Boston University, 2015.	Supervisor and professor of MUED Field Experiences and Methodology K-12 courses with Micro-Teaching activities of undergraduate students at the Music Department of IAU-SG in public and private K-12 schools of PR (2006 to present).
DiLorenzo, Kenneth	Ed.D. / Pontifical University of Puerto Rico / 2015	TESL/English	Assistant Professor/2018 Languages and Literatures / MA-TESL / English Director of Academic Department of Social Sciences and Humanities (Fall, 2020)	Clinical Experiences Supervisor Faculty	DEPR Licensure of Teacher of English for the secondary school	Luis Muñoz Rivera, Lajas (7mo grado) Alfredo Dorrington Farinacci, Hormigueros (7mo grado) Escuela Superior Ocupacional y Técnica de Yauco (12o grado)
López Torres Dalila	Ed.D. /Inter American University/2011	Education	Associate Professor Education	Courses, Clinical Experiences Supervisor	DEPR Licensure Secondary Teacher in Sciences (Biology)	Coordinator and supervisor in public school K-12 in Sciences & Mathematics
Mártir Rodríguez, Nilda	Ed.D./ Universidad de Leon, Spain/2015	Education Social Sciences	Instructor Teacher Education	Clinical Experiences Supervisor Faculty	Two Secondary School Teacher DEPR Licensures (Science and Social Studies)	Science and Social Studies teacher at the Secondary Level until retirement
Marulanda López, Cecilia	Ph.D./ North Carolina at Greensboro/ 1971	PK Education	Instructor Teacher Education	Clinical Experiences Supervisor	Licensure not required by DEPR for University Supervisors	10 years as Preschool Director at CAMPIS, San Germán Campus prior to retirement
Morales, Gary	Ed.D./University of Illinois Urbana-Champaign/1990	Music Education	Professor/2005 Music Education BM & Music Education Advanced-level	Clinical Experiences Supervisor Faculty	Music Education Teacher Lifetime DEPR Licensure K-12 Lic. #143 conferred 1986.	UIPR-MUED coordinator and supervisor before 2016 in public schools K-12 of PR.
Padilla Toro, Aracelis	M.S.E./Fordham University/1981	Special Education	Instructor Teacher Education	Clinical Experiences Supervisor Faculty	DEPR Licensure of Secondary School Teacher (History)	Supervisor at the DEPR until retirement
Pérez Jusino, Nilda	M.A./Inter American	Education	Instructor Teacher	Clinical Experiences	DEPR Licensure of	More than 30 years as DEPR teacher, school director and

Name	Highest degree earned	Field or specialty area of highest degree	Program Assignment (s)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching or administration dates of engagement in these roles, last five years
	University of PR/1975		Education	Supervisor Faculty	Mathematics at the Secondary Level	school superintendent prior to retirement
Rodríguez, Gilberto	M.A. Music Education/Inter American University of PR/ 2009	Music Education	Adjunct Instructor at the Music Department of UIPR-SG	Clinical Experiences Supervisor Faculty	Music Education Instrumental DEPR Teacher Licensure K-12	Supervisor since 2016 of MUED practicums in public schools of San Germán (Lola Rodríguez de Tio; Longfellow) Mayaguez (Mariano Riera Palmer), Peñuelas (Daniel Webster). Music Education teacher 10-12 at Aguada (Dr. Carlos Gonzalez) and Mayaguez (ELMERA) 2016- to present.
Rodríguez Irizarry, Aracelis	M.A. Teach Curriculum History	Education History	Instructor, Teacher Education History	Clinical Experiences Coordinator, Clinical Courses Faculty, History Faculty	DEPR Licensure as Secondary History Teacher	Since 2013 at the DEPR as secondary teacher
Sánchez Feliciano, Ángel	Ed.D./Inter American University of PR/2011	Education Science Counseling Educational Management & Leadership	Instructor Teacher Education Initial & Advanced-Level	Clinical Experiences Supervisor Faculty	DEPR Licensures: Elementary School Director Secondary School Principal School Guidance Secondary Teacher in Sciences Elementary School Teacher	School director 16 years (PK-8) Supervisor clinical experiences for future school director Scholar Counseling 10 years. Coordinator Clinical experiences.
Santiago Camacho, Fernando	M.A./San Francisco State University/1979	Art Education Associate	Instructor Art Education	Clinical Experiences Supervisor Faculty	DEPR Licensure as Visual Arts Teacher	Visual Artes International Artist

Table 4b. Clinical Educators: Certified Cooperating Teachers & Cooperating Directors (2020-2021)

School	District	Cooperating Teachers	Cooperating Directors
Early Childhood: Elementary Level (K-3)			
Esc. Elemental Nueva de Hormigueros	Hormigueros	Sol M. Linares Olán	Johan M. Bobé Rivera
Esc. Elemental Nueva de Hormigueros	Hormigueros	Brenda Cancel	Johan M. Bobé Rivera
Segundo Ruiz Belvis	Mayagüez	Yarazmin Pagán	Carmen Mangual
Henry W. Longfellow	San Germán	Joselyn Rodríguez	Awilda Toro
Lena M Franceschi	Yauco	Marilyn Esteva	
Early Childhood: Elementary Level (4-6)			

School	District	Cooperating Teachers	Cooperating Directors
Federico Degetau	Cabo Rojo	Ivette del C Díaz Román	Arleen Negrón Díaz
Teaching English as a Second Language at the Secondary Level			
Federico Degetau	Cabo Rojo	Mariam Santiago	Arleen Negrón Díaz
Leonides Morales	Lajas	Albert Troche	Aixa Cintrón
Luis Muñoz Rivera	Lajas	Carmen Nemmesszeghy	Orlando Ortiz
Alfredo Dorrington	Hormigueros	Arleen Meléndez	María de los A. Ujaque
Teaching English as a Second Language at the Elementary Level			
Bartolomé de las Casas	San Germán	Luz L. Román	Magaly Santiago
Physical Education at the Elementary Level			
Academia Ponce Interamericana	Ponce	Diego A. Martínez	Ada Vazquez
Escuela Espino	Añasco	Iremig Torres	Axel Soto Bethzaida Bonilla
Secondary Education in Biology			
Federico Degetau	Cabo Rojo	Ivette del C. Diaz Román	Arleen Negrón Díaz
Secondary Education in Spanish			
Leonides Morales Rodríguez	Lajas	Brendaliz Torres	Aixa Cintrón
Blanca Malaret	Sabana Grande	Damaris Santiago López	Miguel Ramírez
Luis Muñoz Rivera	Lajas	Ivelisse Vélez Vélez	Orlando Ortiz Santana
Secondary Education in History			
Vocacional Dr. Pedro Perea	Mayaguez	Lorraine Cardona	Wanda Arvelo
Pedro Nelson Colberg	Cabo Rojo	Lorell Ortiz Irizarry	Vanessa Álvarez Montalvo
Special Education			
Elemental Urbana Nueva	Lajas	Yamaris Padilla	Suzerain Arroyo
Severo Colberg	Cabo Rojo	Victoria Garcia	Johán Bobé
Elemental Urbana Nuevas	Lajas	Mary Vargas	Gloryann Morales
Visual Arts: Art Education			
Carmen Vignals Boquerón	Cabo Rojo	Wanda Padilla	Adaline Troche
Escuela San Germán Interamericana	San Germán	Jonathan Ramos Zapata	Carlos Molina
Music Education			
Esc Sup. Lola Rodríguez de Tió	San Germán	Dr. Javier Flores Irizarry	Laura Nazario Feliciano
Esc. Elem. Longfellow	San Germán	Nick Colón	Norma Matias Vializ
Esc. Elem. Daniel Webster	Peñuelas	Celyana Moreno	Ivanka Sepúlveda
Esc Elem. Benicia Vélez	Yauco	Miguel Justiniano	José A. Torres
Escuela Libre de Música	Mayagüez	Ramón Rodríguez	Justo Sánchez
Escuela Libre de Música	Mayagüez	Alberto Báez	Justo Sánchez
Escuela San Germán Interamericana	San Germán	Jorge Nazario	Carlos Molina José Fronteras
Early Childhood: Pre-school Level			
Early Head Start de San Germán	San Germán	Teresa González	Cristina Córdova
Early Head Statr Sabana Eneas	San Germán	Noemi Méndez	Cristina Córdova
Centro de Cuido Tiger's Cubs	San Germán	Raquel Ortiz	Mary L. Martínez
Adapted Physical Education			
José R. Gaztambide	Sabana Grande	María R. Pacheco	Milagros Ventura
Dalila Torres	Guayanilla	Darwin Ocasio	Sr. José González
Aristides Cales Quirós			Sra. Glenda Ramos
Secondary Education in Chemistry			
Eva y Patria Custodio Franqui	Las Marias	Oniel Mas Arroyo	
Ciencia General			
Eva y Patria Custodio Franqui	Las Marias	Oniel Mas Arroyo	

If EPP is not using Table 4a, upload the clinical educator qualifications table being used below.

Table 5. The Parity Table

a. The parity table of curricular, fiscal, facility, and administrative and support capacity for quality is used to satisfy requirements of the U.S. Department of Education and is completed by providing data relevant for the EPP and making a comparison to an EPP-determined comparative entity. The comparative entity might be another clinical EPP within a university structure, a national organization, the college or

university as a whole or another entity identified as a benchmark by the EPP. This chart is an example of a chart that the EPP can complete.

Upload your self-developed parity table below

Table 5. The Parity Table

Capacity Dimension	EPP Description or metric(s)		EPP data: TEP (Education, Physical Education, Music and Art Academic Departments)	Comparative entity data	Title and description of supplemental evidence/documentation of quality for each dimension	
Facilities	Number of buildings & size (ft ² /m ²)		8 buildings, 92,842 ft ² = 8,625.30 m ² (12.9%)	San Germán Campus: 45 buildings, 721,587 ft ² = 67,037.60 m ²	Office of Conservation and General Services	
Fiscal Support	Budget	2019-2020	\$2,815,025.11 (10.01%)	Other Academic Departments: \$7,770,532.95 (27.63%) San Germán Campus: \$28,121,652.68	Office of the Chancellor Dean of Administration	
		2020-2021	\$2,429,366.37 (9.17%)	Other Academic Departments: \$7,026,445.79 (26.52%) San Germán Campus: \$26,491,275.44		
	Faculty Salary by Rank	Data for:		EPP	Other Academic Departments in San Germán Campus	Data source: Human Resources Office
		Professor		\$ 369,972	\$ 1,389,948	Total of Faculty in San Germán Campus: Professor = \$ 1,759,920 Associate Professor = \$2,538,528 Adjunct Professor = \$1,426,956 Instructor = \$77,940 Part time = \$0 Total = \$5,803,344
		Associate Professor		\$ 1,046,280	\$ 1,492,248	
		Adjunct Professor		\$ 237,768	\$ 1,189,188	
		Instructor		\$ 0	\$ 77,940	
Part time			\$ 0	\$ 0		
Total		\$ 1,654,020 (28.5%)	\$ 4,149,324			
Administrative Support	Administrative Personnel Assigned	Data for:	EPP	Other Academic Departments in San Germán Campus	Data source: Human Resources Office	
		Administrative Assistants	4	9	San Germán Campus: Administrative Assistants = 34 Maintenance = 22 Laboratory Technicians = 30 Total = 86	
		Maintenance	4	7		
		Laboratory Technicians	2	5		
		Total	10 (11.6%)	21 (24.4%)		
Candidate support services	Professional Personnel Assigned	Data for:	EPP	Other Academic Departments in San Germán Campus	Data source: Dean of Students Affairs and Dean of Academic Affairs office	
		Professional Counselors	1	Center of Professional Counseling: 5 InterTec (Technical Studies Center): 1 Federal Programs	Total of Counselors = 11 Prevention personnel (all	

Capacity Dimension	EPP Description or metric(s)		EPP data: TEP (Education, Physical Education, Music and Art Academic Departments)	Comparative entity data	Title and description of supplemental evidence/documentation of quality for each dimension
				(Restricted): UPWARD BOUND: 1 CAMP: 1 EOC: 1 HEP: 1	students) = 1 Support services personnel (for all students) = 47
		Prevention	None in specific	For all students: 1	
		Student Services	None in specific	For all students: Dean of Students Affairs: Dean’s office: 4 Students’ Residences: 5 First Aid: 1 Athletic Department: 1 Manager of Registration and Student Services: Manager office: 3 Financial Aid office: 6 Bursar office: 6 Registrar: 4 Admissions: 2 Promotion, Recruitment and Marketing: 2 Information Access Center: Librarians: 8 Audiovisual: 2 Other: 1 University Learning Center: 2	
	Candidate feedback, formal and informal	Data for:	EPP	Other Academic Departments in San Germán Campus	
			Same procedure for all students.	<i>General Student Regulations</i> (September 2018), Chapter V. & <i>Complaint Form</i>	Dean of Students Affairs
				<i>As established in the General Students’ Regulations, Chapter II, Article 2, the students who consider that their rights have been affected by a faculty member or have any complaint or claim of an academic nature about an online course, may submit a claim. The claim must be channeled through the corresponding Academic Department Director. The results of this process will be discussed later with the student.</i>	Dean of Academic Affairs

Capacity Dimension	EPP Description or metric(s)		EPP data: TEP (Education, Physical Education, Music and Art Academic Departments)	Comparative entity data	Title and description of supplemental evidence/documentation of quality for each dimension
				<p><i>In the case of a complaint or claim related to Students Affairs or Student Services, the student will channel the claim through the Dean of Students. To file a complaint or claim, the student must complete an online form. It should be noted that any claim or complaint will be kept strictly confidential and will be channeled according to the established methods.</i></p> <p>(Retrieved from: http://sg.inter.edu/educacion-a-distancia-2/querellas-complaints/)</p>	

Table 6. Off Campus, Satellite, Branch (N/A)

a. The Accreditation Plan is an educator preparation provider's (EPP's) identification of the sites outside of the main campus or administrative headquarters and the programs offered at each site that will be included in the EPP's accreditation review. This information, in combination with the table of program characteristics, is used by CAEP staff and lead site visitor to plan the site visit, including the sites that will be visited by the site team.

Geographic Site(s) administered by the EPP	Program offered at each site	Is the program to be included in accreditation review? (Y or N)	Is the program approved by state in which program is offered? (Y or N or approval not required)	Notes/Comments

Table 7. Proprietary Assessments

Please list proprietary assessments used by the EPP (no more than 10):

Proprietary Assessment No.	Title of Assessment	Validity & Reliability information if available & applicable
Proprietary Assessment No.1	Subject Matter knowledge (Majors), Teacher Certification Standardized Tests (PCMAS) (Report: PCMAS Passing Scores (Raw Data))	<ul style="list-style-type: none"> PCMAS is the required standardized test in order to qualify for the teacher certification or licensure in the subject Matter or Major. It is developed and administered by The College Board of Puerto Rico and Latin America Office in San Juan, Puerto Rico. The Department of Education of Puerto Rico (DEPR) regulates PCMAS for teachers' certification. Measurement of Subject Matter Knowledge (Majors): <ul style="list-style-type: none"> A. Instrument: <i>Single-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program</i>. This measurement calculates the portion of program completers who passed each assessment among all who took them. B. Instrument: <i>Aggregate-Assessment Level Pass-Rate Data</i>

Proprietary Assessment No.	Title of Assessment	Validity & Reliability information if available & applicable
		<p><i>for Regular Teacher Preparation Program (Cohort Data)</i>. This report is submitted by College Board to the TEP of San Germán Campus. The report certifies the proportion of program teacher candidates (cohort) who passed all the tests they took in each knowledge area (Spanish, English, Mathematics, Science and Social Studies), among all program completers who took one or more tests in each area.</p> <ul style="list-style-type: none"> • Disaggregated data of TEP’s completers are compared with statewide data. PCMAS is the required standardized test in order to qualify for the teacher certification or licensure in the subject Matter or Major. • Measurement of Subject Matter Knowledge (Majors): <ul style="list-style-type: none"> A. Instrument: <i>Single-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program</i>. This measurement calculates the portion of program completers who passed each assessment among all who took them. B. Instrument: <i>Aggregate-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program (Cohort Data)</i>. This report is submitted by College Board to the TEP of San Germán Campus. The report certifies the proportion of program teacher candidates (cohort) who passed all the tests they took in each knowledge area (Spanish, English, Mathematics, Science and Social Studies), among all program completers who took one or more tests in each area. • Disaggregated data of TEP’s completers are compared with statewide data. • Validity was not reported. • The reliability of PCMAS administered for specialization (<i>Cronbach’s alpha</i>) was as follows: <ul style="list-style-type: none"> ○ 2013-2014: Spanish: 0.90 (Excellent); English = 0.93 (Excellent); Mathematics = 0.91 (Excellent); Science = 0.85 (Good); and Social Sciences/History = 0.91 (Excellent). ○ 2014-2015: Spanish: 0.88 (Good); English = 0.92 (Excellent); Mathematics = 0.92 (Excellent); Science = 0.90 (Excellent); and Social Sciences/History = 0.92 (Excellent). ○ 2015-2016: Spanish = 0.85 (Good); English = 0.83 (Good); Mathematics = 0.88 (Good); Science = 0.82 (Good); and Social Sciences/History = 0.87 (Good). • 2016-2017: Spanish: 0.83 (Good); English = 0.86 (Good); Mathematics = 0.87 (Good); Science = 0.82 (Good); and Social Sciences/History = 0.76 (Good). • 2017-2018: Spanish: 0.82 (Good); English = 0.84 (Good); Mathematics = 0.93 (Excellent); Science = 0.80 (Good); and Social Sciences/History = 0.85 (Good). • 2018-2019: Spanish: 0.85 (Good); English = 0.81 (Good); Mathematics = 0.92 (Excellent); Science = 0.89 (Good); and Social Sciences/History = 0.88 (Good).
Proprietary Assessment No.2	Professional Competences by School Level (Pedagogical knowledge), Teacher Certification Standardized Tests (PCMAS)	<ul style="list-style-type: none"> • Measurement of Professional Competences by school level (Pedagogical knowledge): • <i>Single-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program</i> • <i>Aggregate-Assessment Level Pass-Rate Data for Regular Teacher Preparation Program (Cohort Data)</i> • <i>Professional Competences for Elementary and Secondary Level.</i> • Calculation of performances of Teacher Candidates of the TEP that Passed PCMAS (Raw Data) vs. the Statewide Population: Pedagogical Knowledge) • The Professional Competences (College Board, 2016) measured in PCMAS for the elementary level include all teacher candidates of the majors PK, K-3, 4th-6th, Elementary Teaching English as a Second Language, and Elementary Physical Education. The secondary level includes all teacher candidates or completers of the

Proprietary Assessment No.	Title of Assessment	Validity & Reliability information if available & applicable
		<p>majors: Spanish, English, Mathematics, Science, Social Studies, and Secondary Physical Education. Teacher candidates or completers of Special Education, School Health, Adapted Physical Education, Art Education, and Music Education took one of the tests (elementary level or secondary level). There are no differences between the various elementary or secondary areas in regard to on this test.</p> <ul style="list-style-type: none"> • Disaggregated data of TEP's completers are compared with statewide data. • Validity was not reported. • The reliability of PCMAS administered for pedagogical knowledge or professional competences (<i>Cronbach's alpha</i>) was as follows: <ul style="list-style-type: none"> ○ 2013-2014: 0.91 (Excellent). ○ 2014-2015: 0.90 (Excellent). ○ 2015-2016: 0.89 (Good). ○ 2016-2017: 0.88 (Good). ○ 2017-2018: 0.88 (Good). ○ 2018-2019: 0.87 (Good).
Proprietary Assessment No.3	Approval Rate in PCMAS	<ul style="list-style-type: none"> • The report titled <i>Institutional Level Pass Rate Data Report on Teacher Certification Test</i> is submitted by College Board to the TEP of San Germán Campus. • It certifies the proportion of program teacher candidates who passed all the tests they took in each knowledge area (cohort data), among all program completers who took one or more tests in each area, and compared them with statewide data. • Validity & Reliability: Not applicable.
Proprietary Assessment No.4	IAUPR's Survey to Employers	<ul style="list-style-type: none"> • The evidence source is an institutional survey to employers of TEP's completers. • Its objective is: Learn how employers evaluate the performance of graduates of the Teacher Education Program of the Inter American University of Puerto Rico at San Germán Campus in the competences developed in their academic program. • Method: Personnel from the TEP administered the questionnaires on paper to the employers who typically hired its graduates. (First time applied: Fall 2017.) • Central Office of the Inter American University of Puerto Rico send a report to TEP. • Validity & Reliability: Not reported.
Proprietary Assessment No.5	IAUPR's Alumni survey	<ul style="list-style-type: none"> • The evidence source is an Institutional survey to employers of TEP's completers (Proprietary Assessment). • Its objective is: Determine the relationship between academic programs and the current employment status of graduates of the Inter-American University of Puerto Rico • Method: <ul style="list-style-type: none"> ○ First administration in November 2011: The questionnaire was sent by regular mail to graduates of undergraduate level of the academic years of 2007-2008, 2008-2009 and 2009-2010. ○ Second administration in April 2016 and after: The questionnaire was sent by email to graduates of undergraduate level of the academic years of 2011-12 to 2013-14. ○ The answers were anonymous. • The Vice presidency of Academic Affairs, Students and Systemic Planning of the Central Office of the Inter American University of Puerto Rico tabulated data and send a report to TEP. • Validity & Reliability: Not reported.
Proprietary Assessment No.6	PCMAS' survey	<ul style="list-style-type: none"> • The evidence source is a survey to Candidates at completion of TEP that took the certification standardized test PCMAS (Proprietary Assessment). • Its objective is to collect descriptive data from the Candidates at completion who took PCMAS, especially their satisfaction with

Proprietary Assessment No.	Title of Assessment	Validity & Reliability information if available & applicable
		EPP. <ul style="list-style-type: none"> • Method: <ul style="list-style-type: none"> ◦ The questionnaire was administered during the PCMAS test. ◦ The College Board send the report to the TEP. • Validity & Reliability: Not reported.

Please map above proprietary assessments to the appropriate CAEP Standards:

	CAEP Standard 1 Ini.	CAEP Standard 2 Ini.	CAEP Standard 3 Ini.	CAEP Standard 4 Ini.	CAEP Standard 5 Ini.	State
Proprietary Assessment No.1	X	<input type="checkbox"/>				
Proprietary Assessment No.2	X	<input type="checkbox"/>				
Proprietary Assessment No.3	X	<input type="checkbox"/>				
Proprietary Assessment No.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

II. CAEP Standards and Evidence

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Standard 1: Content and Pedagogical Knowledge (Initial Programs)

Standard 1: Content and Pedagogical Knowledge (Initial Programs)

The EPP did not provide evidence that ensures candidates demonstrate skills and commitment that afford all P-12 students access to college- and career-ready standards. **(component 1.4)**

Rationale: The EPP did not provide evidence that their candidates are able to afford P-12 students access to college- and career-ready standards.

TEP identified and established the College- and Career-ready standards (C&C standards) from:

- American Institutes for Research (2014, September). *Overview State: State Definitions of College and Career Readiness*. Washington, D.C.: College and Career Readiness and Success Center, CCRS Center. Retrieved from <https://files.eric.ed.gov/fulltext/ED555670.pdf> and
- Departamento de Educación de Puerto Rico, Universidad del Sagrado Corazón e Instituto de Política Pública para el Desarrollo Comunitario (IPEDCo) (2012, diciembre). *Perfil del Estudiante Graduado de Escuela Superior de Puerto Rico* [Spanish text]. Retrieved from <http://intraedu.dde.pr/Planificacion%20Curricular/Adquisici%C3%B3n%20de%20la%20Lengua/Anejos%20generales/Afiche%20Perfil%20Estudiante.pdf>

The C&C standards are:

I. Academic knowledge: Refers to how the TEP's candidates at completion are prepared for the teaching-learning process to develop in their future students the content, knowledge and skills that high school graduates must possess to be prepared for college or careers after the 12th grade.

II.a Effective communication: Refers to how the TEP's candidates at completion are prepared for listen effectively to understand, clarify & synthesize, and to understand diversity, overcome differences, and create new information.

II.b Effective communication: Refers to how the TEP's candidates at completion are prepared to evaluate the reliability, credibility and usefulness of the information obtained from the technological means to produce and / or present information.

III. Grit/resilience /perseverance: Refers to how the TEP's candidates at completion are prepared to help their future students for goal-setting, persistence, and resourcefulness.

IV. Citizenship and/or community involvement: Refers to how the TEP's candidates at completion are prepared for help their future students to be independent learners, and have respect for a diverse society and a commitment to responsible citizenship, and to help them to begin a career track in their chosen field, and to enter into civic life.

V.a Social and emotional learning, collaboration, and/or communication: Refers to how the TEP's candidates at completion are prepared to help their future students to develop behaviors and skills to handle conflict an analytically, constructively, and non-violently.

V.b Social and emotional learning, collaboration, and/or communication: Refers to how the TEP's candidates at completion are prepared to help their future students to apply their beliefs respectfully to a diverse society, and demonstrates with their actions a responsible citizenship guided by values and ethical principles.

VI. Critical thinking and/or problem-solving: Refers to how the TEP's candidates at completion are prepared to help their future students to demonstrate the ability to research topics and evaluate, integrate, and present problem-solving strategies.

The C&C standards were aligned with the:

- Local Assessment PD instruments to evaluate Candidates at completion in the final clinical experience course: PD-1R-PD6R (equivalent instruments for Cooperating Teachers and University Supervisors for the evaluation of Candidates at completion in the final clinical experiences course), PD-7 (Portfolio of Candidates at completion in the clinical course), PD-8R (Academic Project of Candidates at completion in the clinical course), PD-10 (Satisfaction of Candidates at completion), and PD-14 (Disposition of Candidates at completion in the clinical course).
- Local Assessment instruments: Survey to students of candidates at completion in the final clinical experiences course (PK, K-3rd, or 4th-12th).
- Foundations of the TEP¹²: General description, Theoretical and methodological framework, Goals, Vision, Mission, General objectives, and Competencies profile of graduates (Knowledge, Skills, and Attitudes).
- Syllabi of core courses¹³ (pedagogical knowledge) classified as: Fundamentals of Education, Methodology, Integration, Field & Clinical Experiences, Research, and Cross-Cutting Theme: Technology.
- Activities of the Future Teachers' Association (FTA): Annual Report 2018-2019.

Collected data and their analysis for the alignment of College & Career Ready Standards (C&C standards) with Local Assessment PD instruments in the final clinical experience course. Table Std 1.4b presents a data summary of the alignment between C&C standards and TEP's local Assessment instruments (PD instruments) for each major and terms.

- **For C&C standard I Academic knowledge** (Refers to how the TEP's candidates at completion are prepared for the teaching-learning process to develop in their future students the content, knowledge, and skills that high school graduates must possess to be prepared for college or careers after the 12th grade.):
 - In Spring 2018, all majors evaluated (14 of 18, N=30 students) accomplished academic knowledge standard (Mean=3.78, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.114) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).
 - In Fall 2018, all majors evaluated (9 of 18, N=15 students) accomplished academic knowledge standard (Mean=3.78, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.252) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.998$).
 - In Spring 2019, all majors evaluated (9 of 18, N=22 students) accomplished academic knowledge standard (Mean=3.82, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.056) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).
 - In Fall 2019, all majors evaluated (7 of 18, N=13 students) accomplished academic knowledge standard (Mean=3.65, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.299) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.893$).
 - In all terms, all majors evaluated (N=80 students) accomplished academic knowledge standard (Mean=3.76, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.129) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.304$).
- **For C&C standard II.a Effective communication** (Refers to how the TEP's candidates at completion are prepared for listen effectively to understand, clarify & synthesize, and to understand diversity, overcome differences, and create new information.):
 - In Spring 2018, all majors evaluated (14 of 18, N=30 students) accomplished effective communication standard, part II.a (Mean=3.75, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.089) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).
 - In Fall 2018, all majors evaluated (9 of 18, N=15 students) accomplished effective communication standard, part II.a (Mean=3.78, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.166) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).

¹² Inter American University of Puerto Rico. (2020, February). *General Catalog 2019-2020*. San Juan, Puerto Rico: Vice Presidency for Academic and Student Affairs. Pp. 211-213. Retrieved from <https://documentos.inter.edu/#374-catalogos-subgraduados>

¹³ Inter American University of Puerto Rico (2020, February). *General Catalog 2019-2020*. San Juan, Puerto Rico: Author. Pp. 510-511, 579-594, 643-649, 721-722. Retrieved from <http://documentosinter.azurewebsites.net/>

- In Spring 2019, all majors evaluated (9 of 18, N=22 students) accomplished effective communication standard, part II.a (Mean=3.80, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.396) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.979$).

- In Fall 2019, all majors evaluated (7 of 18, N=13 students) accomplished effective communication standard, part II.a (Mean=3.60, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.628) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.784$).

- In all terms, all majors evaluated (N=80 students) accomplished effective communication standard, part II.a (Mean=3.73, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.247) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.084$).

- **For C&C standard II.b Effective communication** (Refers to how the TEP's candidates at completion are prepared to evaluate the reliability, credibility and usefulness of the information obtained from the technological means to produce and / or present information.):

- In Spring 2018, all majors evaluated (14 of 18, N=30 students) accomplished effective communication standard, part II.b (Mean=3.82, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.167) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).

- In Fall 2018, all majors evaluated (9 of 18, N=15 students) accomplished effective communication standard, part II.b (Mean=3.67, expected point average=3.20 of 4.00-points scale). Their evaluations were heterogeneous (SD=1.073) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.904$).

- In Spring 2019, all majors evaluated (9 of 18, N=22 students) accomplished effective communication standard, part II.b (Mean=3.82, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.262) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.963$).

- In Fall 2019, all majors evaluated (7 of 18, N=13 students) accomplished effective communication standard, part II.b (Mean=3.69 expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.589) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.526$).

- In all terms, all majors evaluated (N=80 students) accomplished effective communication standard, part II.b (Mean=3.75, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.244) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.543$).

- **For C&C standard III. Grit/resilience /perseverance** (Refers to how the TEP's candidates at completion are prepared to help their future students for goal-setting, persistence, and resourcefulness.):

- In Spring 2018, all majors evaluated (14 of 18, N=30 students) accomplished grit/resilience /perseverance standard (Mean=3.61, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.099) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).

- In Fall 2018, all majors evaluated (9 of 18, N=15 students) accomplished grit/resilience /perseverance standard (Mean=3.66, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.012) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).

- In Spring 2019, all majors evaluated (9 of 18, N=22 students) accomplished grit/resilience /perseverance standard (Mean=3.62, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.206) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).

- In Fall 2019, all majors evaluated (7 of 18, N=13 students) accomplished grit/resilience /perseverance standard (Mean=3.57 expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.125) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).

- In all terms, all majors evaluated (N=80 students) accomplished grit/resilience /perseverance standard (Mean=3.62, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.072) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.543$).

- **For C&C standard IV. Citizenship and/or community involvement** (Refers to how the TEP's candidates at completion are prepared for help their future students to be independent learners, and have respect for a diverse society and a commitment to responsible citizenship, and to help them to begin a career track in their chosen

field, and to enter into civic life.):

- In Spring 2018, all majors evaluated (14 of 18, N=30 students) accomplished citizenship and/or community involvement standard (Mean=3.79, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.184) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).

- In Fall 2018, all majors evaluated (9 of 18, N=15 students) accomplished citizenship and/or community involvement standard (Mean=3.68, expected point average=3.20 of 4.00-points scale). Their evaluations were heterogeneous (SD=1.037) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.943$).

- In Spring 2019, all majors evaluated (9 of 18, N=22 students) accomplished citizenship and/or community involvement standard (Mean=3.79, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.145) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.999$).

- In Fall 2019, all majors evaluated (7 of 18, N=13 students) accomplished citizenship and/or community involvement standard (Mean=3.63 expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.125) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=1.000$).

- In all terms, all majors evaluated (N=80 students) accomplished citizenship and/or community involvement standard (Mean=3.72, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.247) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.939$).

- **For C&C standard V.a Social and emotional learning, collaboration, and/or communication**

(Refers to how the TEP's candidates at completion are prepared to help their future students to develop behaviors and skills to handle conflict analytically, constructively, and non-violently.):

- In Spring 2018, all majors evaluated (14 of 18, N=30 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.a (Mean=4.55, expected point average=4.00 of 5.00-points scale). Their evaluations were heterogeneous (SD=1.205) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.938$).

- In Fall 2018, all majors evaluated (9 of 18, N=15 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.a (Mean=4.68, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.288) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.619$).

- In Spring 2019, all majors evaluated (9 of 18, N=22 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.a (Mean=4.52, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.440) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.619$).

- In Fall 2019, eight of nine majors evaluated (N=12 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.a (Mean=4.24 expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.677) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.772$). The English as a Second Language at the Elementary Level (TESL) major (n=1 student) obtained 3.75 of evaluation (75%), less than the expected point average. The item failed was evaluated by the candidates at completion's satisfaction survey (PD-10) as *satisfy*: 17. *The courses designed in the Program enabled me to properly use techniques for managing behavior in the classroom.* Even though it was one student, the Faculty may examine how the classroom management techniques are included, especially at the TESL courses.

- In all terms, all majors evaluated (N=80 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.a standard (Mean=4.60, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.175) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.940$).

- **For C&C standard V.b Social and emotional learning, collaboration, and/or communication**

(Refers to how the TEP's candidates at completion are prepared to help their future students to apply their beliefs respectfully to a diverse society and demonstrates with their actions a responsible citizenship guided by values and ethical principles.):

- In Spring 2018, all majors evaluated (14 of 18, N=30 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.b standard (Mean=4.89, expected point

average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.124) and with statistical differences between and within them (ANOVA ($p<0.05$), $p=0.000$).

- In Fall 2018, all majors evaluated (9 of 18, N=15 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.b standard (Mean=4.94, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.124) and with statistical differences between and within them (ANOVA ($p<0.05$), $p=0.000$).

- In Spring 2019, all majors evaluated (9 of 18, N=22 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.b standard (Mean=4.97, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.117) and with statistical differences between and within them (ANOVA ($p<0.05$), $p=0.000$).

- In Fall 2019, all majors evaluated (7 of 18, N=13 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.b standard (Mean=4.87 expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.312) and with statistical differences between and within them (ANOVA ($p<0.05$), $p=0.000$).

- In all terms, all majors evaluated (N=80 students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.b standard (Mean=4.92, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.130) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.123$).

- **For C&C standard VI. Critical thinking and/or problem-solving:**

Refers to how the TEP's candidates at completion are prepared to help their future students to demonstrate the ability to research topics and evaluate, integrate, and present problem-solving strategies.):

- In Spring 2018, only five majors evaluated (of 18, N=30 students) accomplished critical thinking and/or problem-solving standard. These majors were: Physical Education at the Elementary Level (Mean=4.00, expected point average=4.00 of 5.00-points scale), Music Education: Instrumental (Mean=4.59, expected point average=4.00 of 5.00-points scale), Music Education: Vocal (Mean=4.12, expected point average=4.00 of 5.00-points scale), Teaching English as a Second Language at the Elementary Level (Mean=5.00, expected point average=4.00 of 5.00-points scale), and Early Childhood Education: Elementary Level K-3 (Mean=5.00, expected point average=4.00 of 5.00-points scale). In general, in Spring 2018, this standard was not accomplished (Mean=3.66, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.533) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.989$).

- In Fall 2018, only four majors evaluated (of 18, N=30 students) accomplished critical thinking and/or problem-solving standard. These majors were: Teaching English as a Second Language at the Secondary Level (Mean=4.00, expected point average=4.00 of 5.00-points scale), Music Education: Vocal (Mean=4.75, expected point average=4.00 of 5.00-points scale), Teaching English as a Second Language at the Elementary Level (Mean=4.25, expected point average=4.00 of 5.00-points scale), and Visual Arts: Art Education (Mean=4.00, expected point average=4.00 of 5.00-points scale). In general, in Fall 2018, this standard was not accomplished (Mean=3.68, expected point average=4.00 of 5.00-points scale). Their evaluations were heterogeneous (SD=1.037) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.943$).

- In Spring 2019, only three majors evaluated (of 18, N=30 students) accomplished critical thinking and/or problem-solving standard. These majors were: Music Education: Instrumental (Mean=4.63, expected point average=4.00 of 5.00-points scale), Music Education: Vocal (Mean=4.05, expected point average=4.00 of 5.00-points scale), and Teaching English as a Second Language at the Elementary Level (Mean=4.00, expected point average=4.00 of 5.00-points scale). In general, in Spring 2019, this standard was not accomplished (Mean=3.63, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.435) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.987$).

- In Fall 2019, only five majors evaluated (of 18, N=30 students) accomplished critical thinking and/or problem-solving standard. These majors were: Special Education (Mean=4.08, expected point average=4.00 of 5.00-points scale), Teaching English as a Second Language at the Secondary Level (Mean=4.17 expected point average=4.00 of 5.00-points scale), Social Studies (Mean=4.00, expected point average=4.00 of 5.00-points scale), and Music Education: Vocal (Mean=4.21, expected point average=4.00 of 5.00-points scale). In general, in Fall 2019, this standard was not accomplished (Mean=3.68, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous (SD=0.713) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.950$).

- In all terms, the C&C standards VI Critical thinking and/or problem-solving aligned to Local PD

Assessments instruments (N=80 students) was not accomplished for all majors. In general, data reflected: Mean=3.64 (expected point average=4.00 of 5.00-points scale), SD=0.412, ANOVA ($p<0.05$), $p=0.560$. Not accomplished, homogeneous, and no statistical differences between and within groups.

Alignment and analysis of College & Career Ready Standards (C&C standards) with the Survey to students of teacher candidates (PK, K-3rd, or 4th-12th). Table Std 1.1b presents a data summary of the alignment between C&C standards and the Local Assessment instrument Survey to students of teacher candidates (PK, N=0, K-3rd & 4th-12th, N=527) for each major and terms. A data summary is as follows:

- The survey to students of teacher candidates (K-3rd & 4th-12th) evaluated C&C standards: I Academic knowledge, II.a Effective communication, and V.b Social and emotional learning, collaboration, and/or communication.
- The survey to students of teacher candidates was administered in Spring 2018 (C&C standards I & II.a) and Fall 2019 (C&C standard V.b).
- In these terms, the accomplishment of the C&C standards aligned to the survey to students of teacher candidates (N=527 students) was as follows:
 - Standard I Academic knowledge: Mean=1.91(expected point average=1.60 of 2.00-points scale), SD=0.108, ANOVA ($p<0.05$), $p=0.028$. Accomplished, homogeneous, and statistical differences between and within groups.
 - Standard II.a Effective communication: Mean=1.90(expected point average=1.60 of 2.00-points scale), SD=0.155, ANOVA ($p<0.05$), $p=0.001$. Accomplished, homogeneous, and statistical differences between and within groups..
 - Standard V.b Social and emotional learning, collaboration, and/or communication: Mean=1.90 (expected point average=1.60 of 2.00-points scale), SD=0.227, ANOVA ($p<0.05$), $p=0.004$. Accomplished, homogeneous, and statistical differences between and within groups.

Alignment and analysis of College & Career Ready Standards (C&C standards) with TEP's foundations. The TEP's foundations were aligned with C&C standards by Faculty using an alignment table included in the evidences of the SSR. Table Std 1.4a presents a data summary of the alignment between C&C standards and TEP's foundations: General description, Theoretical and methodological framework, Goals, Vision, Mission, General objectives, and Competencies profile of graduates (Knowledge, Skills, and Attitudes). A data summary present how TEP address all C&C standards in its foundations:

- **TEP's general description.** The general description of the TEP are aligned to the following C & C standards:
 - Standard I Academic knowledge: *It takes as its basis the Vision, the Mission and the Goals of IAUPR, the University's conception of an educated person, the Professional Standards of Teachers adopted by the Puerto Rico Department of Education, and the "Standards of Accreditation" of the Council for the Accreditation of Educator Preparation (CAEP).*
 - Standard IV Citizenship and/or community involvement: *The Teacher Education Program (TEP) of Inter American University of Puerto Rico (IAUPR) constitutes an answer to the needs and aspirations of a society in constant change and to the requirements of the Certification of Teachers Regulations of the Puerto Rico Department of Education.*
- **TEP's theoretical and methodological framework.** TEP's framework are aligned to the following C&C standards:
 - Standard I Academic knowledge: *This implies that all teacher education programs must provide a wide variety of educational experiences for the academic formation of the aspiring teachers, directed toward the maximum development of a pedagogical culture. These practical and formative educational experiences will permit the future teacher to establish a connection between the theoretical knowledge and the pedagogical practice, in a pertinent context of human formation.*
 - Standard IV Citizenship and/or community involvement: *It could be indicated, that although the TEP is based on an eclectic conceptual paradigm, it gives more emphasis to the constructivist and humanist theoretical perspectives. Under the constructivist perspective the aspiring teacher is considered as an active and totally reflective person in his professional formation process. On the other hand, the humanist approach orients the educational process of the future teacher towards his integral development as a being human, in such a way, that he contributes his*

competencies of knowledge, skills, attitudes and values to improve the quality of life of his students and society.

- Standard V.a Social and emotional learning, collaboration, and/or communication: *The Teacher Education Program has a psycho philosophical foundation of a behaviorist, constructivist, and humanist character. This approach can be considered as an eclectic conceptual model, which allows the Program to integrate, in an organized way, principles of the three theoretical frames in its curricular designs and in its pedagogical practice leading to the formation of the future teacher. This frame of theoretical and methodological reference will serve as a guide of the TEP for decision making and actions related to its development and its curricular revision and assessment processes, in harmony with the highest standards of quality and educational excellence.*

- Standard V.b Social and emotional learning, collaboration, and/or communication: *From the perspective of the philosophy and psychology of education, constructivism presents a coherent explanation of how a person learns by means of an active process of construction of knowledge through significant experiences, whereas the humanist vision in the curriculum promotes the professional and social commitment of the future teacher to attend to the educational needs and interests of the diverse student populations, with sensitivity.*

- **TEP's vision.** TEP's vision are aligned to the following C&C standards:

- Standard V.b Social and emotional learning, collaboration, and/or communication: *Primarily, the Program aims to prepare a teacher, who is knowledgeable of the problems of education in Puerto Rico and in other countries, in such a way that he will be able to collaborate in the process of constructive changes that will improve his quality of life and that of others.*

- Standard VI Critical thinking and/or problem-solving: *The Program aspires to develop a series of integrated educational experiences, focused on the professional formation of a teacher of excellence. That is to say, that the teacher will contribute to the educational scenario with his professional competencies of knowledge, skills and attitudes necessary to promote changes and answers adapted to the educational environment. Primarily, the Program aims to prepare a teacher, who is knowledgeable of the problems of education in Puerto Rico and in other countries, in such a way that he will be able to collaborate in the process of constructive changes that will improve his quality of life and that of others.*

- **TEP's mission.** TEP's mission are aligned to the following C&C standards:

- Standard I Academic knowledge: *The Program is directed to the formation of teachers within a curriculum that provides an accumulation of articulated experiences which, at the same time, provides space for the construction of the pedagogical knowledge and content that will develop the future teacher. The Program is directed to the formation of teachers within a curriculum that provides an accumulation of articulated experiences which, at the same time, provides space for the construction of the pedagogical knowledge and content that will develop the future teacher.*

- Standard VI Critical thinking and/or problem solving: *These experiences will be characterized by continuous reflection, practice in real scenarios, research, collaboration, relevance of the contents, pedagogical modeling and the search and use of means that will provide solutions to the typical problems of the teaching-learning processes in different contexts.*

- **TEP's goals.** TEP's goals are aligned to the following C&C standards:

- Standard I Academic knowledge: *1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical, and humanist culture.*

- Standard IV Citizenship and/or community involvement and Standard V.a Social and emotional learning, collaboration, and/or communication: *3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.*

- Standard VI Critical thinking and/or problem-solving: *2. Promote research, the management of information and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system.*

- **TEP's general objectives.** TEP's general objectives are aligned to the following C&C standards:

- Standard I Academic knowledge: *1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.*

- Standards IIa & IIb Effective communication: *5. Show commitment to the continuous improvement of the required professional competencies in the field of education.*

- Standard III Crit/resilience/perseverance: *3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.*

- Standard V.b Social and emotional learning, collaboration, and/or communication: *4. Apply the*

ethical, legal, and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.

○ Standard VI Critical thinking and/or problem-solving: *2. Use research, the sources of information and technological advances on which to base the development of educational innovations. Use research, the sources of information and technological advances on which to base the development of educational innovations.*

• **TEP's competencies profile of graduates.** TEP's competencies profile of graduates is aligned to C&C standards. Data obtained was as follows:

○ Knowledge

▪ Standard I Academic knowledge: *1. To know and understand the philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.*

▪ Standard III Grit/resilience/perseverance: *2. To know and understand the processes of construction of cognitive, affective and psychomotor learning through the different stages of human development.*

▪ Standard IV Citizenship and/or community involvement:

▪ Standard Va Social and emotional learning, collaboration, and/or communication: *3. To know and understand the importance of the creation of a harmonious physical and social environment that is adjusted to the diversity of the social groups and to the individual needs and interests of the students.*

○ Skills

▪ Standard I Academic knowledge: *1. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education. 2. Plan student learning by integrating educational strategies with a scientific base into instructional design. 3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills, and attitudes of the subject matter they teach.*

▪ Standard II.a Effective communication: *4. Apply the complementary processes of evaluation, assessment, and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning. 8. Use communication skills in an effective way to develop in the students the understanding of how they learn.*

▪ Standard II.b Effective communication: *6. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.*

▪ Standard V.b Social and emotional learning, collaboration, and/or communication: *7. Use a variety of educational and technological resources to facilitate learning in diverse student populations.*

▪ Standard VI Critical thinking and/or problem-solving: *5. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.*

○ Attitudes

▪ Standard II.b Effective communication: *3. Show a critical and creative attitude towards the management of information available in different sources related to the teaching discipline and to the field of education.*

▪ Standard III Grit/resilience /perseverance: *4. Assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students.*

▪ Standard V.a Social and emotional learning, collaboration, and/or communication: *2. Show a positive and binding attitude between professional development and the academic needs of the students.*

▪ Standard V.b Social and emotional learning, collaboration, and/or communication: *1. Show respect and tolerance to individual and cultural differences of students in the educational scenario.*

Alignment and analysis of College & Career Ready Standards (C&C standards) with TEP's Core Courses. Table Std 1.4a presents a data summary of the alignment between C&C standards and TEP's core courses. These core courses were classified as Fundamentals of Education, Methodology, Field & Clinical Experiences, Research, and Cutting Theme: Technology. Faculty analyzed each course syllabus including description as presented in the *General Catalog 2019-2020* of the Inter American University of Puerto Rico¹⁴. In the evidences for this SSR are included the alignments of core courses description and activities with the C&C standards. The following summary

¹⁴ Inter American University of Puerto Rico (2020, February). *General Catalog 2019-2020*. San Juan, Puerto Rico: Author. Pp. 510-511, 579-594, 643-649, 721-722. Retrieved from <http://documentosinter.azurewebsites.net/>

presents how TEP's core courses address all C & C standards in their descriptions:

- **C&C standard I Academic knowledge.** The following TEP's core courses address this standard in their description and activities:

- Fundamentals of Education

- EDUC 2021 History and Philosophy of Education. *Critical analysis of the philosophical and historical development of education and its objectives. Consideration of educational practice in light of historical developments in the western world in general and Puerto Rico in particular.*

- EDUC 2031 Developmental Psychology. *Processes of development during the life cycle and their effect on behavior, especially those occurring from birth to old age including death. Identification and analysis of developmental problems and their repercussions on the teaching-learning process and on students' future development.*

- EDUC 2032 Learning Psychology. *The different approaches and theories of learning and their application to teaching in the classroom, in particular in those cases that promote independent, interdependent, constructive, reflective and critical learning. Analysis and evaluation of the strategies and techniques of teaching derived from these different approaches and theories and their relationship with the general goals of formal education.*

- Methodology

- EDUC 3013 Teaching Strategies. *Careful examination of the strategies used by teachers to establish a favorable learning climate. Study of the most effective teaching methods including those that promote the development of values and their application in the classroom. Utilization of educational technology as a resource aid in class design. Emphasis on the formulation of questions, the problematization of learning and on activities which lead students to meet and build their own understanding. Use of collaborative work (in teams) as a teaching technique. Careful examination of the strategies used by teachers to establish a favorable learning climate. Study of the most effective teaching methods including those that promote the development of values and their application in the classroom. Utilization of educational technology as a resource aid in class design. Emphasis on the formulation of questions, the problematization of learning and on activities which lead students to meet and build their own understanding. Use of collaborative work (in teams) as a teaching technique.*

- EDUC 4011 Evaluation and Assessment. *Theories, techniques and means used by teachers for evaluation and assessment. Analysis of these techniques by comparing the subject content with the instrument used. Preparation, administration, correction and interpretation of tests and other evaluation and assessment techniques. Emphasis on the use of results as a means to improve the teaching- learning process.*

- EDUC 4012 Research in the Classroom. *Introduction to research that can be carried out by the teacher in the classroom using applied quantitative and qualitative methods. Study and analysis of research carried out by teachers in the classroom.*

- EDUC 4050 Curriculum Design. *The principles for the design of educational courses and programs. The relationship between curriculum and instruction. Experiences are provided for developing skills in the design, selection and modification of teaching units, courses and programs. In addition, the criteria for the selection of texts and educational materials are studied.*

- Field & Clinical Experiences

- ARED 1080 Field Experiences in Art Education I. *Introduction of the educational system with emphasis on the visual arts program. Selected group or individual experiences in schools and other agencies with the visual arts component. Requires a minimum of 10 hours in the educational scenario and 10 hours of meetings with the professor.*

- ARED 2080 Field Experiences in Art Education II. *Introduction to the teacher-student relationship. Selected group or individual experiences in schools and other agencies with the visual arts component. Requires a minimum of 15 hours in the educational scenario and 15 hours of meetings with professors. Course must be passed with a minimum grade of B.*

- ARED 3080 Clinical Experiences in Art Education I. *Educational practice as an assistant teacher in a school or visual arts program. Initial work with small groups, then with the whole group. Requires a minimum of 25 hours in the educational scenario and 15 hours of meetings with the professor. Course must be passed with a minimum grade of B.*

- ARED 4913 Clinical Experiences in Art Education II. *Practice teaching as a student teacher under the direct supervision of a cooperating teacher, specialized in art education, and of a University*

supervisor. The student teacher will have the opportunity to put art education methodology into practice and will have the responsibility of planning and giving a class during the school semester. The practicing student will be placed in an elementary or secondary private or public school classroom. The classroom becomes a laboratory where techniques, methods strategies of the profession are used. A minimum of three hours daily from Monday to Friday in an educational scenario is required.

- EDUC 1080 Field Experiences in the Educational Scenario I. *Field experiences through the exposure of the student to diverse educational scenarios in order to observe, analyze and reflect on the school environment, the function of the teacher and another educational and nonteaching personnel. Requires 10 hours in the classroom, a minimum of 10 hours in the educational scenario and a minimum grade of B in the course.*
- EDUC 2890 Field Experiences in the Educational Scenario II. *Field experiences through visits to classrooms at the level in which the future teacher is going to specialize in order to observe, analyze and reflect on the environment in the classroom, the handling of the classroom, the tasks, the daily participation and the control of time, considering the paradigms of teaching. Emphasis on the teacher-student and student-teacher relationships. Requires 15 hours in the classroom, a minimum of 15 hours in the educational scenario and a minimum grade of B in he course.*
- EDUC 3015 Clinical Experiences in the Educational Scenario I. *Clinical experiences as a student-teacher in a school at the level and in the subject matter of the student's specialty. Emphasis on the student's professional development and the use of effective educational strategies to work with small groups and later with the whole group. Requires 15 hours in the classroom, a minimum of 25 hours in the educational scenario and a minimum grade of B in the course.*
- 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.*
- MUED 1091 Field Experience in Music Education I. *Exposition of students to the educational system with emphasis on the music program. Selected group or individual experiences in schools with Musical Education programs. Requires a minimum of 10 hours in the educational scenario and 10 hours of meetings with the professor. Must be approved with a minimum grade of B.*
- MUED 2080 Field Experience in Music Education II. *Field experiences through visits to schools with Musical Education programs, in order to observe, reflect and analyze the environment, the administration the classroom, the teaching strategies, the participation and the management of time. Requires 15 school hours, a minimum of 15 hours in the educational scenario and the approval of the course with a minimum grade of B.*
- MUED 3080 Clinical Experiences in Music Education. *Clinical experiences as a student-teacher in a school with Musical Education programs. Emphasis on students' professional development and the use of effective teaching strategies to work with small groups and then with the whole group. Requires 15 school hours, a minimum of 25 hours in the educational scenario and the approval of the course with a minimum grade of B.*
- MUED 4915 Student Teaching in Music: General Vocal. *Clinical experience as a student-teacher in a classroom or other educational settings specialized in general-vocal music, under the direct supervision of a certificated cooperating teacher and a university supervisor. Students will perform the functions of the regular teacher and will demonstrate the competencies acquired throughout their training program. Students must meet all the Prerequisites for admission to Practice Teaching as stipulated in the current General Catalog. Students should apply four weeks before the end of the regular semester prior to the semester in which they expect to do their practice teaching.*
- MUED 4916 Student Teaching in Music: Instrumental. *Clinical experience as a student-teacher in a classroom or other educational settings specialized in instrumental music, under the direct supervision of a certificated cooperating teacher and a university supervisor. Students will perform the functions of the regular teacher and will demonstrate the competencies acquired throughout their training program. Students must meet all the Prerequisites for admission to Practice Teaching as stipulated in the current General Catalog. Students should apply four weeks before the end of the regular semester prior to the semester in which they expect to do their practice teaching.*

- Cutting Theme: Technology
 - EDUC 2060 Integration of Technology in Education. *Integration of technology in the educational process through administration of materials and electronic programs. Emphasis on search skills, identification and use of reliable electronic sources of intelligence through different means from the Web.*
- **C&C standard II.a Effective communication.** The following TEP's core courses address this standard in their description and activities:
 - Fundamentals of Education
 - EDUC 2031 Developmental Psychology.
 - EDUC 2032 Learning Psychology.
 - EDUC 2870 The Exceptional Student Population. *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. 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.*
 - Methodology
 - EDUC 3013 Teaching Strategies.
 - EDUC 4011 Evaluation and Assessment.
 - EDUC 4012 Research in the Classroom.
 - EDUC 4050 Curriculum Design.
 - Field & Clinical Experiences
 - ARED 3080 Clinical Experiences in Art Education I.
 - ARED 4913 Clinical Experiences in Art Education II.
 - EDUC 3015 Clinical Experiences in the Educational Scenario I.
 - EDUC 4013 Clinical Experiences in the Educational Scenario II.
 - MUED 3080 Clinical Experiences in Music Education.
 - MUED 4915 Student Teaching in Music: General Vocal.
 - MUED 4916 Student Teaching in Music: Instrumental.
- **C&C standard II.b Effective communication.** The following TEP's core courses address this standard in their description and activities:
 - Fundamentals of Education
 - EDUC 2031 Developmental Psychology.
 - EDUC 2032 Learning Psychology.
 - EDUC 2870 The Exceptional Student Population. *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. 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.*
 - Methodology
 - EDUC 3013 Teaching Strategies.
 - EDUC 4011 Evaluation and Assessment.
 - EDUC 4012 Research in the Classroom.
 - EDUC 4050 Curriculum Design.
 - Field & Clinical Experiences
 - ARED 3080 Clinical Experiences in Art Education I.
 - ARED 4913 Clinical Experiences in Art Education II.
 - EDUC 3015 Clinical Experiences in the Educational Scenario I.
 - EDUC 4013 Clinical Experiences in the Educational Scenario II.
 - MUED 3080 Clinical Experiences in Music Education.
 - MUED 4915 Student Teaching in Music: General Vocal.
 - MUED 4916 Student Teaching in Music: Instrumental.
 - Cutting Theme: Technology

- EDUC 2060 Integration of Technology in Education.
- **C&C standard III Grit/resilience /perseverance.** The following TEP’s core courses address this standard in their description and activities:
 - Fundamentals of Education
 - EDUC 2031 Developmental Psychology.
 - EDUC 2032 Learning Psychology.
 - Methodology
 - EDUC 3013 Teaching Strategies.
 - EDUC 4011 Evaluation and Assessment.
 - EDUC 4012 Research in the Classroom.
 - EDUC 4050 Curriculum Design.
 - Field & Clinical Experiences
 - ARED 3080 Clinical Experiences in Art Education I.
 - ARED 4913 Clinical Experiences in Art Education II.
 - EDUC 3015 Clinical Experiences in the Educational Scenario I.
 - EDUC 4013 Clinical Experiences in the Educational Scenario II.
 - MUED 3080 Clinical Experiences in Music Education.
 - MUED 4915 Student Teaching in Music: General Vocal.
 - MUED 4916 Student Teaching in Music: Instrumental.
- **C&C standard IV Citizenship and/or community involvement.** The following TEP’s core courses address this standard in their description and activities:
 - Fundamentals of Education
 - EDUC 2022 Society and Education. *Critical analysis of social, cultural and educational situations and the educational and societal alternatives to attend to these situations. Emphasis on problems and ethical and legal aspects confronting schools in Puerto Rico and in modern society.*
 - EDUC 2031 Developmental Psychology.
 - EDUC 2032 Learning Psychology.
 - Field & Clinical Experiences
 - ARED 3080 Clinical Experiences in Art Education I.
 - ARED 4913 Clinical Experiences in Art Education II.
 - EDUC 3015 Clinical Experiences in the Educational Scenario I.
 - EDUC 4013 Clinical Experiences in the Educational Scenario II.
 - MUED 3080 Clinical Experiences in Music Education.
 - MUED 4915 Student Teaching in Music: General Vocal.
 - MUED 4916 Student Teaching in Music: Instrumental.
- **C&C standard V.a Social and emotional learning, collaboration, and/or communication.** The following TEP’s core courses address this standard in their description and activities:
 - Fundamentals of Education
 - EDUC 2022 Society and Education.
 - EDUC 2031 Developmental Psychology.
 - EDUC 2032 Learning Psychology.
 - Field & Clinical Experiences
 - ARED 3080 Clinical Experiences in Art Education I.
 - ARED 4913 Clinical Experiences in Art Education II.
 - EDUC 3015 Clinical Experiences in the Educational Scenario I.
 - EDUC 4013 Clinical Experiences in the Educational Scenario II.
 - MUED 3080 Clinical Experiences in Music Education.
 - MUED 4915 Student Teaching in Music: General Vocal.
 - MUED 4916 Student Teaching in Music: Instrumental.
- **C&C standard V.b Social and emotional learning, collaboration, and/or communication.** The

following TEP's core courses address this standard in their description and activities:

- Fundamentals of Education
 - EDUC 2022 Society and Education.
 - EDUC 2031 Developmental Psychology.
 - EDUC 2032 Learning Psychology.
 - EDUC 2870 The Exceptional Student Population.
- Field & Clinical Experiences
 - ARED 3080 Clinical Experiences in Art Education I.
 - ARED 4913 Clinical Experiences in Art Education II.
 - EDUC 3015 Clinical Experiences in the Educational Scenario I.
 - EDUC 4013 Clinical Experiences in the Educational Scenario II.
 - MUED 3080 Clinical Experiences in Music Education.
 - MUED 4915 Student Teaching in Music: General Vocal.
 - MUED 4916 Student Teaching in Music: Instrumental.

● **C&C standard VI Critical thinking and/or problem solving.** The following TEP's core courses address this standard in their description and activities:

- Fundamentals of Education
 - EDUC 2021 History and Philosophy of Education.
 - EDUC 2022 Society and Education.
- Methodology
 - EDUC 4012 Research in the Classroom.
- Field & Clinical Experiences
 - ARED 3080 Clinical Experiences in Art Education I.
 - ARED 4913 Clinical Experiences in Art Education II.
 - EDUC 3015 Clinical Experiences in the Educational Scenario I.
 - EDUC 4013 Clinical Experiences in the Educational Scenario II.
 - MUED 3080 Clinical Experiences in Music Education.
 - MUED 4915 Student Teaching in Music: General Vocal.
 - MUED 4916 Student Teaching in Music: Instrumental.

Alignment and analysis of College & Career Ready Standards (C&C standards) with Future Teachers Association (TEP's candidates' organization). The Annual Report of the TEP's candidates' organization was aligned with C&C standards by Faculty using an alignment table included in the evidences of the SSR. Annual Report 2018-2019 was the more recent report because during 2019-2020, the FTA could not submitted the annual report (due date: May 2020) due to the earthquake last January 2020 that mainly affected the geographical area of the San Germán Campus where the TEP is, and the pandemic of COVID-19). Table Std 1.4a presents a data summary of the alignment between C&C standards and Future Teachers Association (FTA): Mission, Vision, Goals, and Activities during academic year 2018-2019. A data summary present how FTA addresses all of the C & C standards.

- **C&C standard I Academic knowledge.** The following FTA information addresses this standard:
 - **Mission:** The Future Teachers Association's mission is to contribute to the training of future educators.
 - **Vision:** The Future Teachers Association's vision is to develop relevant activities that contribute to the personal, social, and professional growth of each member. Leadership and participation are promoted through student and professional activities, on and off campus. Through this, each member will develop different tools and / or techniques that will be useful in the professional field and when being in a classroom.
 - **Goals:**
 - 2. Promote the interests of Education at the different levels of our professional development.
 - 6. Provide different experiences to future professionals in Education.
 - **Activity:**

- Title: Planning Workshop, Date: April 10, 2019. Time: 10:30 am. Objectives: Learn to plan a curriculum that works to organize the topics of a subject. Review: A member of our organization contacted Dra. Dalila López and they coordinated to offer a workshop where a simple but complete explanation of how to create a daily plan was explained. Achievements: It was possible to impact students who do not belong to the association.

- **C&C standard II.a Effective communication.** The following FTA information addresses this standard:

- Goals:

- 8. Guide society in general about the mission of Education at its different levels.
- 9. Project and reaffirm a positive image of the teaching profession in different forums.

- Activity: Title: Multiple Intelligence, Date: May 11, 2018. Time: 1:30 pm. Objectives: Impact the student community. Offer a summarized workshop on Howard Gardner's theory of Multiple Intelligences. Review: Dr. Nancy Colón Aguilar, from our Department, was contacted to coordinate a workshop on the theory of Multiple Intelligences. Achievements: A large part of the students belonging to the Department of Education and Physical Education was impacted.

- **C&C standard II.b Effective communication.** The following FTA information addresses this standard:

- Goal: 13. Publicize the organization inside and outside the Inter American University of Puerto Rico, San Germán Campus.

- **C&C standard III Grit/resilience /perseverance.** The following FTA information addresses this standard:

- Mission: However, the Association seeks to transform its members into efficient leaders who can contribute positively and correctly to the education of young Puerto Ricans.

- Goals:

- 1. Contribute to the development and implementation of educational services in our campus.
- 2. Promote the interests of Education at the different levels of our professional development.
- 3. Promote an Education of excellence and meet the needs of future educators.

- Activity: Title: Stress management workshop in the classroom, Date: October 3, 2018. Time: 10:00 am. Objectives: Learn to promote discipline within a classroom correctly. Review: A member of our organization contacted Dr. María Antúnez and coordinated with her the creation of a workshop where the importance of keeping stress under control to achieve discipline was learned. Achievements: It was possible to impact students who do not belong to the organization.

- **C&C standard IV Citizenship and/or community involvement.** The following FTA information addresses this standard:

- Mission: By carrying out activities that involve different areas of the human being, they will be able to improve and contribute to the quality of life of the members of the school community and society, to which they will belong in the future.

- Goals:

- 1. Contribute to the development and implementation of educational services in our campus.
- 4. Contribute to the formation of effective and authentic leaders.
- 5. Contribute to the development of professionals of excellence in Education.
- 7. Enrich the personal and professional growth of its members through different activities.
- 10. Establish relationships with university and professional organizations related to the field of Education.
- 11. Establish relationships and collaborate with other student organizations.
- 14. Promote empathy towards others and everything that surrounds us through community work.
- 15. Actively collaborate with the educational and cultural activities of our Campus

- Activity: Title: Fraternization, Date: May 11, 2018. Time: 3:00 pm. Objectives: Last share of the semester with the members of the association. Choose new directive. Review: A call was made for the members of the organization to participate in one last meeting. At this meeting, the election of the new board was made, which would

begin in August 2018. Achievements: New Directive, and new members (2017: was 13, 2018: now fifty.

- **C&C standard Va Social and emotional learning, collaboration, and/or communication.** The following FTA information addresses this standard:

- Goals:
 - 4. Contribute to the formation of effective and authentic leaders.
 - 5. Contribute to the development of professionals of excellence in Education.
 - 7. Enrich the personal and professional growth of its members through different activities.

- Activities:
 - Title: Meeting of organization leaders (first semester), Date: August 31, 2018. Time: 2:00 pm. Objectives: To introduce the new members who join the presidency in the new academic year. Share experiences and knowledge. Review: A meeting was convened with all the association's leaders. This activity was attended by the president and secretary of our organization at that time. Achievements: It was possible to contact other associations to create future joint activities.

- Title: First Board Meeting (First Semester), Date: September 5, 2018. Time: 10:00 am. Objectives: Establish a workplan to follow during the semester. Review: Through the board's chat, a face-to-face meeting was called to establish future activities to be carried out within the association. Achievements: The plan for the semester was established and the full official directive was established to start the academic year.

- Title: Student Organizations Meeting # 1 (first semester). Date: September 7, 2018. Time: 10:00 am. Objectives: Discussion of matters concerning student organizations. Delivery of required documents. Review: All student organizations were invited to be participants in this meeting. Achievements: It was possible to make known to the new members who took the position on the board, and it was possible to create alliances for future activities.

- Title: First Board Meeting (Second Semester), Date: January 25, 2019. Time: 10:00 am. Objectives: Establish new changes in the directive. Discussion the workplan for the semester. Review: Due to changes in the board, a face-to-face meeting is called through the board's chat. Achievements: The new positions of President, Vice-President and Secretary were established. Additionally, the workplan to follow for the semester was established.

- **C&C standard Vb Social and emotional learning, collaboration, and/or communication.** The following FTA information addresses this standard:

- Goals:
 - 4. Contribute to the formation of effective and authentic leaders.
 - 5. Contribute to the development of professionals of excellence in Education.
 - 7. Enrich the personal and professional growth of its members through different activities.
 - 12. Strengthen the atmosphere of solidarity among the members of the Association of

Future Teachers and members of other organizations.

- 14. Promote empathy towards others and everything that surrounds us through community work.

- 15. Actively collaborate with the educational and cultural activities of our Campus.

- **C&C standard VI Critical thinking and/or problem solving.** The following FTA information addresses this standard:

- Goal:15. Actively collaborate with the educational and cultural activities of our Campus.

Conclusions/Discussion for Stipulation 1.4 from Standard 1.

The TEP presented five evidences to prove that it ensures that its candidates demonstrate skills and commitment that afford all P-12 students access to college-and-career ready standards. The evidences were aligned to the following

College and Career Ready (C&C) standards¹⁵: I. Academic knowledge¹⁶, II.a Effective communication¹⁷, II.b Effective communication¹⁸, III. Grit/resilience /perseverance¹⁹, IV. Citizenship and/or community involvement²⁰, V.a Social and emotional learning, collaboration, and/or communication²¹, V.b Social and emotional learning, collaboration, and/or communication²², and VI. Critical thinking and/or problem-solving²³. These C&C standards were aligned with the following evidences:

- Local Assessment PD instruments to evaluate Candidates at completion in the final clinical experience course: PD-1R-PD6R (Evaluation of Candidates at completion), PD-7 (Portfolio of Candidates at completion in the clinical course), PD-8R (Academic Project of Candidates at completion in the clinical course), PD-10 (Satisfaction of Candidates at completion), and PD-14 (Disposition of Candidates at completion in the clinical course), for academic terms Spring 2018, Fall 2018, Spring 2019, and Fall 2019.
- Local Assessment instruments: Survey to students of teacher candidates (PK, K-3rd, or 4th-12th), for academic terms Spring 2018, Fall 2018, Spring 2019, and Fall 2019.
- Foundations of the TEP²⁴: General description, Theoretical and methodological framework, Goals, Vision, Mission, General objectives, and Competencies profile of graduates (Knowledge, Skills, and Attitudes).
- Syllabi of core courses²⁵ (pedagogical knowledge) classified as: Fundamentals of Education, Methodology, Integration, Field & Clinical Experiences, Research, and Cross-Cutting Theme: Technology.
- Activities of the Future Teachers' Association (FTA): Annual Report 2018-2019.

After the analysis performed on how the TEP assures the address of College and Career Ready Standards, we can conclude the following:

1. Evidence 1: Alignment of College & Career Ready Standards (C&C standards) with Local Assessment PD instruments in the final clinical experience course.

- For C&C standard I Academic knowledge: In all terms, all majors evaluated (N=80 students) accomplished academic knowledge standard (Mean=3.76, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous (SD=0.129) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.304$).
- For C&C standard II.a Effective communication: In all terms, all majors evaluated (N=80 students) accomplished effective communication standard, part II.a (Mean=3.73, expected point average=33.20 of 4.00-

¹⁵ TEP identified and established the College-and Career-ready standards (C&C standards) from: American Institutes for Research (2014, September). *Overview State: State Definitions of College and Career Readiness*. Washington, D.C.: College and Career Readiness and Success Center, CCRS Center. Retrieved from <https://files.eric.ed.gov/fulltext/ED555670.pdf> and from Departamento de Educación de Puerto Rico, Universidad del Sagrado Corazón e Instituto de Política Pública para el Desarrollo Comunitario (IPEDCo) (2012, diciembre). *Perfil del Estudiante Graduado de Escuela Superior de Puerto Rico* [Spanish text]. Retrieved from <http://intraedu.dde.pr/Planificacion%20Curricular/Adquisici%C3%B3n%20de%20la%20Lengua/Anejos%20generales/Afiche%20Perfi%20Estudiante.pdf>

¹⁶ Refers to how the TEP's candidates at completion are prepared for the teaching-learning process to develop in their future students the content, knowledge and skills that high school graduates must possess to be prepared for college or careers after the 12th grade.

¹⁷ Refers to how the TEP's candidates at completion are prepared for listen effectively to understand, clarify & synthesize, and to understand diversity, overcome differences, and create new information.

¹⁸ Refers to how the TEP's candidates at completion are prepared to evaluate the reliability, credibility and usefulness of the information obtained from the technological means to produce and / or present information.

¹⁹ Refers to how the TEP's candidates at completion are prepared to help their future students for goal-setting, persistence, and resourcefulness.

²⁰ Refers to how the TEP's candidates at completion are prepared for help their future students to be independent learners, and have respect for a diverse society and a commitment to responsible citizenship, and to help them to begin a career track in their chosen field, and to enter into civic life.

²¹ Refers to how the TEP's candidates at completion are prepared to help their future students to develop behaviors and skills to handle conflict an analytically, constructively, and non-violently.

²² Refers to how the TEP's candidates at completion are prepared to help their future students to apply their beliefs respectfully to a diverse society and demonstrates with their actions a responsible citizenship guided by values and ethical principles.

²³ Refers to how the TEP's candidates at completion are prepared to help their future students to demonstrate the ability to research topics and evaluate, integrate, and present problem-solving strategies.

²⁴ Inter American University of Puerto Rico. (2020, February). *General Catalog 2019-2020*. San Juan, Puerto Rico: Vice Presidency for Academic and Student Affairs. Pp. 211-213. Retrieved from <https://documentos.inter.edu/#374-catalogos-subgraduados>

²⁵ Inter American University of Puerto Rico (2020, February). *General Catalog 2019-2020*. San Juan, Puerto Rico: Author. Pp. 510-511, 579-594, 643-649, 721-722. Retrieved from <http://documentosinter.azurewebsites.net/>

points scale). Their evaluations were homogeneous ($SD=0.247$) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.084$).

- For C&C standard II.b Effective communication: In all terms, all majors evaluated ($N=80$ students) accomplished effective communication standard, part II.b (Mean=3.75, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous ($SD=0.244$) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.543$).

- For C&C standard III. Grit/resilience /perseverance: In all terms, all majors evaluated ($N=80$ students) accomplished grit/resilience /perseverance standard (Mean=3.62, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous ($SD=0.072$) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.543$).

- For C&C standard IV. Citizenship and/or community involvement: In all terms, all majors evaluated ($N=80$ students) accomplished citizenship and/or community involvement standard (Mean=3.72, expected point average=3.20 of 4.00-points scale). Their evaluations were homogeneous ($SD=0.247$) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.939$).

- For C&C standard V.a Social and emotional learning, collaboration, and/or communication: In all terms, all majors evaluated ($N=80$ students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.a standard (Mean=4.60, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous ($SD=0.175$) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.940$).

- For C&C standard V.b Social and emotional learning, collaboration, and/or communication: In all terms, all majors evaluated ($N=80$ students) accomplished social and emotional learning, collaboration, and/or communication standard, part V.b standard (Mean=4.92, expected point average=4.00 of 5.00-points scale). Their evaluations were homogeneous ($SD=0.130$) and with no statistical differences between and within them (ANOVA ($p<0.05$), $p=0.123$).

- For C&C standard VI. Critical thinking and/or problem-solving: In all terms, the C&C standards VI Critical thinking and/or problem-solving aligned to Local PD Assessments instruments ($N=80$ students) was not accomplished for all majors. In general, data reflected: Mean=3.64 (expected point average=4.00 of 5.00-points scale), $SD=0.412$ (homogeneous), and ANOVA ($p<0.05$), $p=0.560$ (no statistical differences between and within groups).

The findings for C&C standards I to V.b (accomplishment of expected point average, and no statistics differences between and within majors across the terms) imply that the learning experiences offered at the TEP for its candidates positively contribute to prepare them for the teaching-learning process to develop in their future students: the content, knowledge and skills that high school graduates must possess to be prepared for college or careers after the 12th grade; for listen effectively to understand, clarify & synthesize, and to understand diversity, overcome differences, and create new information; for goal-setting, persistence, and resourcefulness; to evaluate the reliability, credibility and usefulness of the information obtained from the technological means to produce and / or present information; to be independent learners, and have respect for a diverse society and a commitment to responsible citizenship, and to help them to begin a career track in their chosen field, and to enter into civic life; to develop behaviors and skills to handle conflict an analytically, constructively, and non-violently; and to apply their beliefs respectfully to a diverse society and demonstrates with their actions a responsible citizenship guided by values and ethical principles. These results are because the foundations of TEP (general description, theoretical and methodological framework, vision, mission, goals, general objectives, and competencies profile of graduates: knowledge, skills and attitudes) and the core courses (Fundamentals of Education, Methodology, Field & Clinical Experiences, Research, and Technology) are aligned to College and Career Ready standards and the implementation of the EPP-Initial Level is consistent with them.

As a response to the non-accomplishment of the C&C standard VI Critical thinking and/or problem-solving standard, the TEP as EPP-Initial Level confirmed the alignment of its foundations and core courses to the critical thinking and/or problem solving standard, as well as to the other C&C standards. After these alignments, TEP's Faculty will have different meetings to revise the program as part of the Institutional Committee for the TEP under the coordination of the Vice presidency of Academic and Students Affairs at the Inter American University of Puerto Rico, System Centra Office, because TEP as EPP-Initial Level is an institutional program for all Campuses at the IAUPR. This revision will begin in October 2020.

2. Evidence 2: Alignment and analysis of College & Career Ready Standards (C&C standards) with the Survey to students of teacher candidates (PK, K-3rd, or 4th-12th). Data summary of the alignment between C&C standards and the Local Assessment instrument Survey to students of teacher candidates (PK, N=0, K-3rd & 4th-12th, N=527) for each major and terms is as follows:

- The survey to students of teacher candidates (K-3rd & 4th-12th) evaluated C&C standards: I Academic knowledge, II.a Effective communication, and V.b Social and emotional learning, collaboration, and/or communication.
- The survey to students of teacher candidates was administered in Spring 2018 (C&C standards I & II.a) and Fall 2019 (C&C standard V.b).
- In these terms, the students of candidates at completion (N=527) evidenced the accomplishment by their student-teachers of the C&C standards above indicated:
 - Standard I Academic knowledge: Mean=1.91(expected point average=1.60 of 2.00-points scale), SD=0.108, ANOVA ($p<0.05$), $p=0.028$. Accomplished, homogeneous, and statistical differences between and within groups.
 - Standard II.a Effective communication: Mean=1.90(expected point average=1.60 of 2.00-points scale), SD=0.155, ANOVA ($p<0.05$), $p=0.001$. Accomplished, homogeneous, and statistical differences between and within groups..
 - Standard V.b Social and emotional learning, collaboration, and/or communication: Mean=1.90 (expected point average=1.60 of 2.00-points scale), SD=0.227, ANOVA ($p<0.05$), $p=0.004$. Accomplished, homogeneous, and statistical differences between and within groups.

The findings of the survey to students of candidates at completion in their final clinical experiences course confirmed, at least, that C&C standards I, II.a V.b are accomplishment and imply that the learning experiences offered at the TEP for its candidates positively contribute to prepare all majors for the teaching-learning process to develop in their future students the addressed standards.

3. Evidence 3: Alignment and analysis of College & Career Ready Standards (C&C standards) with TEP's foundations. The TEP's foundations were aligned with C&C standards by Faculty. Data summary of the alignment between C&C standards and TEP's foundations (General description, Theoretical and methodological framework, Goals, Vision, Mission, General objectives, and Competencies profile of graduates: Knowledge, Skills, and Attitudes) evidences that:

- TEP's general description is aligned to Standard I Academic knowledge, and to Standard IV Citizenship and/or community involvement.
- TEP's theoretical and methodological framework is aligned to the C&C Standard I Academic knowledge, Standard IV Citizenship and/or community involvement, and to Standards V.a & V.b Social and emotional learning, collaboration, and/or communication.
- TEP's vision is aligned to Standard V.b Social and emotional learning, collaboration, and/or communication, and to Standard VI Critical thinking and/or problem-solving.
- TEP's mission is aligned to Standard I Academic knowledge, and to Standard VI Critical thinking and/or problem solving.
- TEP's goals are aligned to Standard I Academic knowledge, Standard IV Citizenship and/or community involvement, Standard V.a Social and emotional learning, collaboration, and/or communication, and to Standard VI Critical thinking and/or problem-solving.
- TEP's general objectives are aligned to Standard I Academic knowledge, Standards II.a & II.b Effective communication, Standard V.b Social and emotional learning, collaboration, and/or communication, and to Standard VI Critical thinking and/or problem-solving.
- TEP's competencies profile of graduates is aligned to C&C standards, as follows:
 - Knowledge: Standard I Academic knowledge, Standard III Grit/resilience/perseverance, to Standard IV Citizenship and/or community involvement, and to Standard Va Social and emotional learning, collaboration, and/or communication.
 - Skills: Standard I Academic knowledge, Standard II.a & II.b Effective communication, Standard V.b Social and emotional learning, collaboration, and/or communication, and Standard VI Critical thinking and/or problem-solving.

- Attitudes: Standard II.b Effective communication, Standard III Grit/resilience /perseverance, and Standards V.a & V.b Social and emotional learning, collaboration, and/or communication.

The findings of the alignment and analysis of College & Career Ready Standards (C&C standards) with TEP's foundations confirmed that the program accomplishment them and imply fundamental documents establish the program commitment to offer learning experiences for its candidates to positively contribute to prepare all majors for the teaching-learning process to develop in their future students the addressed standards.

4. Evidence 4: Alignment and analysis of College & Career Ready Standards (C&C standards) with TEP's Core Courses. The TEP's core courses were classified as Fundamentals of Education, Methodology, Field & Clinical Experiences, Research, and Cutting Theme: Technology. Faculty analyzed each course syllabus including description as presented in the *General Catalog 2019-2020* of the Inter American University of Puerto Rico²⁶, and analyzed each syllabus and their activities. All TEP's core courses are aligned to C&C standards.

- Fundamentals of Education
 - EDUC 2021 History and Philosophy of Education: aligned to C&C standard I Academic knowledge, and C&C standard VI Critical thinking and/or problem solving.
 - EDUC 2022 Society and Education: aligned to C&C standard IV Citizenship and/or community involvement, C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication, and C&C standard VI Critical thinking and/or problem solving.
 - EDUC 2031 Developmental Psychology: aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience /perseverance, C&C standard IV Citizenship and/or community involvement, C C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication
 - EDUC 2032 Learning Psychology: aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience /perseverance, C&C standard IV Citizenship and/or community involvement, C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication
 - EDUC 2870 The Exceptional Student Population: aligned to C&C standard II.b Effective communication, C&C standard V.b Social and emotional learning, collaboration, and/or communication
- Methodology
 - EDUC 2060 Integration of Technology in Education (Cross-cutting theme) , aligned to C&C standard I Academic knowledge, and C&C standard II.b Effective communication.
 - EDUC 3013 Teaching Strategies, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience /perseverance
 - EDUC 4011 Evaluation and Assessment, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience /perseverance
 - EDUC 4012 Research in the Classroom, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience /perseverance, and C&C standard VI Critical thinking and/or problem solving.
 - EDUC 4050 Curriculum Design, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience /perseverance
- Field & Clinical Experiences
 - ARED 1080 Field Experiences in Art Education I, aligned to C&C standard I Academic knowledge
 - ARED 2080 Field Experiences in Art Education II, aligned to C&C standard I Academic Knowledge
 - ARED 3080 Clinical Experiences in Art Education I, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience /perseverance, C&C standard IV Citizenship and/or community involvement, C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication, and C&C standard VI Critical thinking and/or problem solving.

²⁶ Inter American University of Puerto Rico (2020, February). *General Catalog 2019-2020*. San Juan, Puerto Rico: Author. Pp. 510-511, 579-594, 643-649, 721-722. Retrieved from <http://documentosinter.azurewebsites.net/>

- ARED 4913 Clinical Experiences in Art Education II, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience/perseverance, C&C standard IV Citizenship and/or community involvement, C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication, and C&C standard VI Critical thinking and/or problem solving.
- EDUC 1080 Field Experiences in the Educational Scenario I, aligned to C&C standard I Academic knowledge
- EDUC 2890 Field Experiences in the Educational Scenario II, aligned to C&C standard I Academic knowledge
- EDUC 3015 Clinical Experiences in the Educational Scenario I, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience/perseverance, C&C standard IV Citizenship and/or community involvement, C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication, and C&C standard VI Critical thinking and/or problem solving.
- EDUC 4013 Clinical Experiences in the Educational Scenario II, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience/perseverance, C&C standard IV Citizenship and/or community involvement, C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication, and C&C standard VI Critical thinking and/or problem solving.
- MUED 1091 Field Experience in Music Education I, aligned to C&C standard I Academic knowledge
- MUED 2080 Field Experience in Music Education II, aligned to C&C standard I Academic knowledge
- MUED 3080 Clinical Experiences in Music Education, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience/perseverance, C&C standard IV Citizenship and/or community involvement, C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication, and C&C standard VI Critical thinking and/or problem solving.
- MUED 4915 Student Teaching in Music: General Vocal, aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience/perseverance, C&C standard IV Citizenship and/or community involvement, C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication, and C&C standard VI Critical thinking and/or problem solving.
- MUED 4916 Student Teaching in Music: Instrumental), aligned to C&C standard I Academic knowledge, C&C standard II.a & II.b Effective communication, C&C standard III Grit/resilience/perseverance, C&C standard IV Citizenship and/or community involvement, C&C standards V.a & V.b Social and emotional learning, collaboration, and/or communication, and C&C standard VI Critical thinking and/or problem solving.

The findings of the alignment and analysis of College & Career Ready Standards (C&C standards) with TEP's core courses confirmed that the program is consistent with them and imply establish that the program is committed to offer learning experiences for its candidates to positively contribute to prepare all majors for the teaching-learning process to develop in their future students the addressed standards.

5. Evidence 5: Alignment and analysis of College & Career Ready Standards (C&C standards) with Future Teachers Association (TEP's candidates' organization). The Annual Report of the TEP's candidates' organization was aligned with C&C standards by Faculty using an alignment table included in the evidences of the SSR. Annual Report 2018-2019 was the more recent report because during 2019-2020, the FTA could not submitted the annual report (due date: May 2020) due to the earthquake last January 2020 that mainly affected the geographical area of the San Germán Campus where the TEP is, and the pandemic of COVID-19). A data summary present how FTA addresses all the C & C standards through its Mission, Vision, Goals, and Activities during academic year 2018-2019.

- C&C standard I Academic knowledge is addressed in FTA's Mission, Vision, and in one Activity (Title: Planning Workshop, Date: April 10, 2019).

- C&C standard II.a Effective communication is addressed in FTA’s Goals (8, & 9) , and in one Activity (Title: Multiple Intelligence, Date: May 11, 2018).
- C&C standard II.b Effective communication is addressed in FTA’s information addresses this standard: Goal 13.
- C&C standard III Grit/resilience /perseverance is addressed in FTA’s Mission, Goals (1, 2 & 3), and in one Activity (Title: Stress management workshop in the classroom, Date: October 3, 2018).
- C&C standard IV Citizenship and/or community involvement is addressed in FTA’s information addresses this standard: Mission, Goals (1, 4, 5, 7, 10, 11, 14, & 15(, and in one Activity (Title: Fraternization, Date: May 11, 2018).
- C&C standard Va Social and emotional learning, collaboration, and/or communication is addressed in FTA’s Goals (4, 5, & 7), and in four Activities (Title: Meeting of organization leaders (first semester), Date: August 31, 2018; Title: First Board Meeting (First Semester), Date: September 5, 2018; Title: Student Organizations Meeting # 1 (first semester). Date: September 7, 2018; and Title: First Board Meeting (Second Semester), Date: January 25, 2019)
- C&C standard Vb Social and emotional learning, collaboration, and/or communication is addressed in FTA’s Goals (4, 5, 7, 12, 14, & 15).
- C&C standard VI Critical thinking and/or problem solving is addressed in one FTA’s Goal (15).

Finally, data analyzed from the FTA’s annual report for academic year 2018-2019 is an example of how the TEP, as EPP-Initial level, supports their candidates’ formation aligned to College and Career Ready standards as an additional curriculum (George Posner describes in his book *Analyzing the Curriculum*, Mc Graw-Hill, 1995).

Specialty Licensure Area Data (N/A)

Program Review Option (per state partnership agreement)

- CAEP Program Review with National Recognition (SPA) CAEP
- Evidence Review of Standard 1/A.1
- State Program Review (State-selected standards)

1. Based on the analysis of the disaggregated data, how have the results of specialty licensure area or SPA evidence been used to inform decision making and improve instruction and candidate learning outcomes?

2. Based on the analysis of specialty licensure area data, how have individual licensure areas used data for change?

3. How does the specialty licensure area data align with and provide evidence for meeting the professional standards in the licensure area at initial and specialty area for advanced?

4. How are programs not meeting SPA standards, state standards, or CAEP minimum sufficiency level being addressed by the provider?

Upload State Program Reports below

Upload other National Accreditation Agency Documentation below (e.g. NASM, CACREP, NASAD)

Standards 5 and A.5: Provider Quality, Continuous Improvement and Capacity

Standards 5: Provider Quality, Continuous Improvement and Capacity (Initial Programs)

1. The EPP did not provide evidence of acting upon completer impact data for decision-making related to programs, resource allocation, and future direction. **(component 5.4)**

Rationale: The EPP demonstrated it gathers, analyzes, and shares completer impact data, but did not demonstrate that it acts upon this impact data in program decision-making.

A. Actions upon the impact of TEP's completers to their students (Stipulation 5.4)

We had meetings with Faculty of EPP-Initial Level committees to revise our decision-making process for acting upon completers' impact and to revise programs, resources allocation, and future direction to give answer to this Stipulation. In term Spring 2020 we could not meet because all the new situation in Puerto Rico, specially the Southwest area where our Campus is located due to the earthquakes and COVID-19 pandemic. But, at the present term of Fall 2020, at the time of this Self-Study Report we had two Faculty meetings: August 26, 2020 & September 4, 2020. In the attached documents we shared the minutes of these meetings with their ppt presentations (Minute of 2020-21 CAEP Meeting-Initial Level EPP (TEP) August 26 2020, and Minute of 2020-21 CAEP Meeting-Initial Level EPP (TEP) September 4 2020).

We planned to begin data gathering in Spring 2020, but it was not possible due to earthquakes and COVID-19 pandemia. From June to December 2020, we are going to revise gathered data to re-analyzed them according to completers' impact. From Fall 2020, we are going to begin new data gathering.

On the other hand, as a response to the non-accomplishment of the College & Career (C&C) standard VI Critical thinking and/or problem-solving, the TEP as EPP-Initial Level confirmed the alignment of its foundations and core courses to the critical thinking and/or problem solving standard, as well as to the other C&C standards. After these alignments, TEP's Faculty will have different meetings to revise the program as part of the Institutional Committee for the TEP under the coordination of the Vice presidency of Academic and Students Affairs at the Inter American University of Puerto Rico (IAUPR), System Central Office, because TEP as EPP-Initial Level is an institutional program for all Campuses at the IAUPR. This revision will begin in October 2020.

B. Future actions to address Stipulation 5.3

Beginning in Fall 2020, we are going to implement the following actions related to Stipulation 5.4:

1. Revision of the alignment of Local & Proprietary Assessment instruments with the Quality Assurance System, and complete the instrument content validation process. In charge of: CAEP-TEP Accreditation Coordinator.
2. Take minutes on matters and agreements for the improvement of the TEP: faculty meetings, coordination meetings of practice and field courses, minutes of meetings with other academic departments and offices of the Campus, decision-making on the "PCMAS Orientations", among other processes. Revisit the concept of "Competitive Intelligence". In charge of: CAEP-TEP Committees and Accreditation Coordinator in collaboration with Planning Office at Chancellor's Office. Accreditation Coordinator will prepare and share a table to be fulfill by all Committees and TEP's Academic Departments.
3. Make tables that summarize the different instruments and evidence in standards 1 to 4, and how the data is interpreted to improve the quality of the PEM (*continuous improvement*). In charge of: Accreditation Coordinator.

2. The EPP does not assure that appropriate stakeholders, including alumni, employers, practitioners and school partners are involved in program evaluation, improvement, and identification of models of excellence. **(component 5.5)**

Rationale: The EPP policy and procedures do not involve stakeholders' (including but not limited to alumni, employers, practitioners and school partners, etc.) participation in data analysis for licensure areas' evaluation and improvement and the provider's effective operations.

A. Actions to address the Stipulation 5.5

1. We began to amplify the identification of stakeholders for their participation in the evaluation of licensure areas (majors) offered by our TEP.

a. In August 2020, the Chancellor of San Germán Campus hired Prof. Lester Torres as the statistical expert to join the CAEP Accreditation Coordinator and work with her as a team. With the assistance and expert orientation of Prof. Torres, we transformed to on-line instruments our Local Assessments PD-11 (Employees) and PD-13B (Employees) to be administered through *Survey Monkey Platform*. A copy of these local Assessment instruments (Spanish text but will be translated for May 2021 visit) are included in this SSR evidences.

The instrument PD-11 was administered to employers in the service area of the San Germán Campus: DEPR (N=51) and private schools (N=79). We also sent PD-11 to employees outside Puerto Rico that visited our Campus to recruit teachers (N=11). The instrument PD-13B was administered to employees (completers) that graduated from TEP's majors in Spring 2018 (N=37), Spring 2019 (N=27), and Spring 2020 (N=42). We are waiting to receive their answers. Data will be analyzed and informed to CAEP in 2021 Annual Report.

b. During Fall 2019, we had meetings with Faculty of EPP-Initial Level committees, the Chancellor, and her Staff, and with Academic and Student Affairs offices in order to revise our partnerships procedures to answer this Stipulation.

The Chancellor initiated in December 2019 the process to organize an Advisory Board for TEP. Members will be stakeholders from alumni (completers or employees), employers (DEPR, private schools in Puerto Rico), practitioners (candidates at completion) and school partners (Cooperating Teachers). This process had a delayed due to the earthquake and COVID-19 pandemic. In evidences is a copy of a letter (Spanish text) from the Director of Music Department recommending a Cooperating Teacher as member for this Advisory Board, and the Chancellor accepted his recommendation.

c. One action to incorporate stakeholders in the evaluation of TEP, for it improvement, and identification of models of excellence, we developed and validated cross-evaluation instruments to be administered in the final clinical experiences courses to candidates at completion, cooperating teachers, cooperating directors, university supervisors, and the TEP's Coordinators of Clinical Experiences. The cross-evaluations were developed to be applied at the end of the clinical experiences courses only.

These Local Assessment instruments were developed in order to obtain cross-evaluations of:

- (1) University Supervisor by candidate at completion
- (2) Cooperative Teacher by candidate at completion
- (3) Cooperative Teacher by University Supervisor
- (4) University Supervisor by Cooperating Teacher
- (5) Cooperating School Director by University Supervisor
- (6) University Supervisor by Cooperating School Director
- (7) Cooperating School Director by Cooperating Teacher
- (8) University Supervisor by Coordinator Clinical Experiences.

These local Assessment instruments were developed by the Faculty of CAEP-Committee for Standards 1 & 2 in Fall 2019 and were face-validated. We use as reference the Department of Education normative document for clinical experiences (*Carta Circular num.02-2012-2013, Politica publica relacionada con las normas que regulan la organizacion y*

funcionamiento del Programa de Practica Docente, July 30, 2012, Spanish text), and with the established TEP's Clinical Experiences Manual.

The University Supervisors were trained by the Coordinators of Clinical Experiences in order to understand the process and the content of each evaluation. The Coordinators of Clinical Experiences explained the process to Cooperating Directors, and the University Supervisors explained it to Cooperating Teachers and candidates at completions under their supervision.

These local instruments respond to Standard 2.2 (AFI) and to Standard 5.5 (Stipulation). The above instruments 1 to 7, measure the same items:

1. Set clear goals and objectives about clinical experiences (teaching practice).
2. Facilitated the placement of the student teacher (candidates at completion) in class and classroom.
3. Provided opportunities for the student teacher (candidate at completion) to reflect on their experience of clinical experiences (teaching practice).
4. Provided security to the candidate at completion (student teacher) to effectively develop the classes.
6. Showed respect for the candidate at completion (student teacher) in the visits, seminars and activities carried out.
7. Treated the candidate at completion (student teacher) as an Education professional.
8. Promoted dialogue with the candidate at completion (student teacher).
9. Was accessible for any query, question or help requested.
10. I recommend he/she to continue in his/her actual role.

The instrument 8 measures the following items:

1. Discussed the results of the assessments with his/her candidates at completion (student-teacher).
2. Identified areas for improvement with the candidate at completion (student-teacher).
3. Provided opportunities for the candidates at completion (student teacher) to reflect on their experience of teaching practice.
4. Came to agreements with the candidate at completion (student teacher) to develop an improvement plan in the identified areas.
6. Provided time for the examinee to improve in their areas of need.
7. Maintained a respectful relationship with the school and its staff.
8. Attended regular assessment visits to each assigned candidate at completion (student-teacher).
9. Prepared the requested reports, such as the three required evaluations (PD).
10. I recommend he/she to continue as a university supervisor.

All cross-evaluations were validated using face validity between Faculty, Cooperating Directors and Cooperating Teachers available in December 2019. Also, they were checked for content with the Department of Education normative document for clinical experiences (*Carta Circular num.02-2012-2013, Politica publica relacionada con las normas que regulan la organizacion y funcionamiento del Programa de Practica Docente*, July 30, 2012, Spanish text), and with the established TEP's Clinical Experiences Manual.

During Fall 2020, the EPP will check this instruments (content validity) with the new DEPR normative document on Clinical Experiences (*Carta Circular num. 04-2020-2021 Politica publica sobre la organizacion y el funcionamiento del Programa de Experiencias Clinicas del Departamento de Educacion de Puerto Rico*, July 31, 2020, Spanish Text).

Finally, the pilot test to calculate reliability of these cross-evaluations instruments could not be implemented due to the earthquake of January 2020 and COVID-19 pandemic that provoked the closing of all schools and the on-line teaching. The pilot test of them will be implemented in Fall 2020.

2. Due to the earthquakes, and the COVID-19 pandemic, we could not design and implement other strategies to assure that appropriate stakeholders will be involved in program evaluation, improvement, and identification of models of excellence. We are going to implement the revision of our partnerships procedures to answer this Stipulation in Fall, 2020.

B. Future actions to address Stipulation 5.5

Beginning in Fall 2020, we are going to implement the following actions related to Stipulation 5.4:

1. Implement the pilot test to the new instruments to evaluate Cooperating Teachers, Teaching Practice Supervisors and Cooperating Directors (cross-evaluations). Administer the evaluation documents in session 2021-10. In charge of: Committee for Standards 1 & 2 and Coordinator of Accreditation CAEP-TEM, in collaboration with the Statistics Expert.
2. Implement on-line surveys and data analysis of Surveys to Employers (PD-11) and Employees (PD-13B). In charge of: Committee for Standards 1 & 2 and Coordinator of Accreditation CAEP-TEM, in collaboration with the Statistics Expert.
3. Follow-up to the creation of the Advisory Committee for TEP and implement meetings. In charge of: Chancellor and Academic Departments. Follow-up by Dr. Nancy Colón.
4. Review methodology for field study with focal groups of completers and implement it. In charge of: Committee for Standard 4 & Accreditation Coordinator in collaboration of Statistics Expert. Committee needs to communicate with Coordinator of Graduate Programs in Education, to contact graduate students to invite them for the field study with focal groups to be implemented in January 2021.
5. Regarding benchmarking, ensure the comparison of the data and evidence the decision-making product of the data analysis, such as agendas and minutes of departmental meetings and with other offices / dependencies of the Campus and outside the Campus. In charge of: Academic Director EDUC/HPER, ARED & MUED, Committees CAEP-TEP, Coordinator of Accreditation CAEP-TEM, in collaboration with the Office of Planning.