

2019 | UPRP EDUCATOR PREPARATION PROGRAM



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sales director

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ADDRESS
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HOBBIES
reading articles
swimming
photography
body building

EXPERIENCE

POSITION TITLE for company Ltd
Present
Short description of the position and the responsibilities you had in this position.

POSITION TITLE for company Ltd
2012 - 2016
Short description of the position and the responsibilities you had in this position.

POSITION TITLE for company Ltd
2011 - 2012
Short description of the position and the responsibilities you had in this position.

POSITION TITLE for company Ltd
2010 - 2011
Short description of the position and the responsibilities you had in this position.

EDUCATION

WEB ADVERTISING SEMINAR
2013
University of London, UK

GRAPHIC DESIGN CREW
2012
London Art College, UK
Leader of the group, team ipsum

HIGH SCHOOL UNIVERSITY
2008
Short description of the school and the responsibilities you had in this position.
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SCHOOL TITLE LOREM
2004 - 2008
Short description of the position and the responsibilities you had in this position.

SKILLS

- PHOTOGRAPHY
- PHOTOSHOP
- INDISIGN
- WORDPRESS
- TIME KEEPING
- ORGANISATION

REFERENCES

ELIOT BROWN
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PROFESSIONAL STATEMENT

Aliquam dictum porta erat nec cono-
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COVER LETTER

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STANDARD 5

PROVIDER QUALITY, CONTINUOUS IMPROVEMENT & CAPACITY

STANDARD 5

Provider Quality, Continuous Improvement & Capacity

UPRP EPP maintain a quality assurance system comprise of valid data from multiple measures. UPR institutional policy requires every department and program to develop an assessment system to measure student proficiencies; goals and competencies (see 5.1 Assessment system). The assessment system works toward candidate's performance and progression, data collection, and improve of departments' effectiveness. The unit and program assessment system are envisioned as a dynamic, formative process. The assessment system is based on the UPRP EPP Conceptual Framework (see Conceptual Framework in St.1). The Conceptual Framework is consistent with UPRP Student Learning Outcomes, Puerto Rico Professional Standards for Teachers, CAEP standards, and InTASC Standards. It sets forth ten core teacher proficiencies that represent expectations for all UPRP EPP candidates. These proficiencies are based on current teaching/learning theory, learning research, and accepted learning practices to assure that candidates develop the knowledge, skills, and dispositions required to be effective teachers in Puerto Rico and mainland school systems.

The UPRP assessment system operates in a two-phase three year cycle: Phase I: (1) identification of expected competencies and results, (2) design, implementation, and continuous evaluation of assessment instruments; and Phase II: (1) data collection; (2) data processing; (3) data analysis; and (4) disclosure and use of result. Conclusions are reached and actions are recommended to improve candidate performance, unit operations, and program quality. The director of the DE, a Clinical Practice Coordinator, the Assessment Coordinator and the CAEP Accreditation coordinator compose the Assessment Committee. The committee is led by the Assessment Coordinator and serves as a communication vehicle between the faculty of the program and other stakeholders. The Assessment Committee is responsible for the continuous evaluation and modification of the assessment system to ensure that it remains functional, informative, effective and reliable. The committee evaluates unit and candidate data, data collection, and assessment instruments. The committee shares with the unit's faculty its findings and recommendations during faculty meetings of the DE-UPRP. The Unit's Assessment Plan is developed and revised yearly to ensure that the program meets the EPP goals that were establish for the three-year cycle (see 1.2.2 EPP Assessment Plan 2018-2021). After each cycle, the Assessment Coordinator presents the cycle's objectives, findings and actions. The Assessment Coordinator shares results and use of data with other departments' faculty and directors in the annual Assessments Forum.

Assessment information is also shared with clinical practice partners in regular meetings and workshops. Results from the last three years assessment cycles show candidates' performance reaching the desired target in all measured goals (see 5.1.2 Assessment Forum 2019 presentation).

The DE-UPRP has made various efforts toward the development, review and validation of rubrics to measure candidate's performance. The collaboration of clinical partners, EPP faculty and professors from other UPRP departments has been requested to validate assessment instruments. (see 5.2.1 EPP assessments validation process and 5.2.1a validation photos) Clinical practice documents and rubrics have been revised to ensure that candidates are provided with opportunities to develop all the competencies outlined in the conceptual framework of the Program. The Field Experiences Guide will be validated during August- September 2019.

In addition to assess candidates' performance, DE-UPRP also evaluates its effectiveness through various means. The College Board Office annually sends data from a survey that candidates complete when taking the PCMAS. This survey reports the satisfaction of candidates with the education received in the Department (see 4.4.1, 4.4.2, 4.4.3 and 4.4.4, for college board and other surveys). The Office of Institutional Planning and Studies (OPEI) provide the unit with data on grades distribution, student profiles, retention, and student satisfaction studies. Reports from the Office of Planning and Institutional Studies are: New Entry Student Profile (Annual), Graduate Profile (periodical), Annual Institutional Data Profile, Student Retention by Academic Programs, Total, regular and irregular enrolment (Semi- annual), Note Distribution (Semi-annual), Student Satisfaction Study (periodical) and Graduation Candidates (periodical). UPRP Admissions Office offered important data that is collected and analyzed yearly, like IMIS, tests scores and GPS averages. In addition, a set of EPP prepared surveys are used collected and analyzed to monitor EPP effectiveness. These are: Completer's survey, Cooperating teacher survey, Directors' survey and Employer surveys.

Data from different measures is established, collected, analyzed and shared with stakeholders and used to identify areas of improvement and make decisions upon them. Surveys are also analyzed, and suggestions taken into consideration. For example, after analyzing data from cooperative teachers, directors and candidates' surveys, it was palpable the need to increase experiences regarding special education, students in need, class management and other related areas. In that sense, the EPP organized its 2nd Alumni Meeting last May 2019 as a workshop of classroom management, positive interaction in the classroom and neuroscience applied to the classroom. Also, the new curricular sequence on Universal Learning Design is expected to satisfy this aspect. (see 5.3.2)

Based on UPRP teacher candidate performance on certification tests, the Puerto Rico Department of Education rated UPR Teacher Preparation Program as an exemplary Rating for the last years. Since 2004, candidates' percentage of passing rate exceeds that of the island-wide and has been among the top of those classified as Excellent (90 to 94.9) and Exemplary (95 to

100 percent) of passing rate (See 1.1.4). Educational Technology course (TEED 3008) was of traditional technology completely. The structure was revised and divided into units based on different technology integration centered on the diverse learning styles. Technology unit assistive and a special research project of the current ideal classroom were added.

Over the past few years, changes were made, or actions taken based on data results. Some of the direct actions taken in response to data analysis are the following: New Curricular sequence using the Universal Instruction Design starting on January 2020 (see 5.3.1, 5.3.2 and 5.3.3 for faculty presentations of data, results and actions).

DE-UPRP publishes assessment data to the university community through edict boards, annual reports, appraisal reports, student orientations, faculty meetings and retreats, workshops and courses offered to teachers, and dialogues. Examples of these are: Disclosure of the results of candidates' performances in PCMAS through edict boards, faculty meetings and retreats, assessment dialogues with the university community, presentations and meetings of the UPR System; Orientation to new-entry students where the results of PCMAS and others are reported; Meetings of the Academic Senate and Administrative Board; Dialogue between teachers and students in the Program courses; Workshops for cooperative teachers; DEP releases to PR University Institutions; Radio, press.