

# 2021 EPP Annual Report

CAEP ID:	25957	AACTE SID:	
Institution:	Universidad De Puerto Rico De Cayey		
Unit:	Department of Pedagogy		

## Section 1. EPP Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

<https://www.cayey.upr.edu/caep/>

## Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2019-2020 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup>

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)<sup>2</sup>

**Total number of program completers** 52

<sup>1</sup> For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

<sup>2</sup> For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2019-2020 academic year?**

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

## Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4   A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3   A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4   A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

**Link:** <https://www.cayey.upr.edu/caep/>

**Description of data accessible via link:** All the information concerning the EPP and Data Base

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

*What has the provider learned from reviewing its Annual Reporting Measures over the past three years?*

*Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?*

*Are benchmarks available for comparison?*

*Are measures widely shared? How? With whom?*

1. Impact on P-12 learning and development (Component 4.1) / 2. Indicators of teaching effectiveness (Component 4.2)  
 In Puerto Rico, prior to 2020, the ongoing process of closing schools, continuous changes in school administrations, teachers and students migration to mainland US, and the relocation of teachers in or out of the school regions have been variables that provided a challenge to the TPP faculty in terms of data gathering. To address the impact of these variables on the collection of data, the TPP faculty came with the EPP Program Evaluation Project (that provided data from a series of questionnaires and the META standardized test results of the Department of Education of Puerto Rico). But in 2020, Puerto Rico experienced an earthquake and the beginning of the COVID-19 pandemic, causing a massive closing of schools, especially public. The Department of Education of Puerto Rico decided not to offer the META standardized test (measures learning outcomes in the core subjects of Math, Science, English and Spanish) to students and started using remote learning teaching techniques. These situations promoted a difficult environment (almost impossible) for the TPP faculty use the EPP Program Evaluation Project (the project obtains a sample of teachers out of a school region where completers are usually placed). Base on these events, the TPP faculty decided to gather and use the unit assessments data to comply with CAEP standards. An analysis of unit assessments results (2020), demonstrate compliance with standards. The University of Puerto Rico at Cayey EPP program believes that the available data establish meeting the standards at an outstanding level. The results of the Student Teaching Rubric and the Teacher Work Sample was use to describe completers P-12 impact, the data is as follows. The Student Teaching Rubric results from candidates in Spanish at the

secondary level reveals that the group average was 93% (3.5) and this places them in an outstanding level. The Student Teaching Rubric results from candidates in English at the elementary level reveals that the group average was 95% (3.6) and this places them in an outstanding level. The Student Teaching Rubric results from candidates in English at the secondary level reveals that the group average was 96% (3.7) and this places them in an outstanding level. The Student Teaching Rubric results from candidates in Mathematics at the elementary level reveals that the group average was 96% (3.7) and this places them in an outstanding level. The Student Teaching Rubric results from candidates in Mathematics at the secondary level reveals that the group average was 97% (3.8) and this places them in an outstanding level. The Student Teaching Rubric results from candidates in Science at the secondary level reveals that the group average was 97% (3.8) and this places them in an outstanding level. The Student Teaching Rubric results from candidates in Physical Education at the secondary level reveals that the group average was 90% (3.4) and this places them in an outstanding level. The Student Teaching Rubric results from candidates in Special Education reveals that the group average was 93% (3.5) and this places them in an outstanding level. The candidate's performance scores, according to the Student Teaching Rubric, were 95%. The candidate's performance was a 3.6 domain of the academic subject, the positive P-12 impact of the EPP Program completers has been consistent. The Teacher Work Sample Rubric results from candidates at the elementary level reveals that the group average was 93.12% (3.5) and this places them in an outstanding level. The Teacher Work Sample Rubric results from candidates at the secondary level reveals that the group average was 95.89% (3.8) and this places them in an outstanding level. The candidate's performance was a 3.7 domain of the academic subject, the positive P-12 impact of the EPP Program completers has been consistent. The Teaching Unit was use to describe teaching effectiveness of candidates, the data is as follows. The Teaching Unit results from candidates in English at the secondary level reveals that the group average was 94% (3.6) and this places them in an outstanding level. The Teaching Unit results from candidates in Spanish at the secondary level reveals that the group average was 92% (3.5) and this places them in an outstanding level. The Teaching Unit results from candidates in elementary level reveals that the group average was 97% (3.7) and this places them in an outstanding level. The Teaching Unit results from candidates in Science at the secondary level reveals that the group average was 95% (3.6) and this places them in an outstanding level. The Teaching Unit results from candidates in Mathematics at the secondary level reveals that the group average was 95% (3.7) and this places them in an outstanding level. The candidate's performance scores, according to the Teaching Unit Rubric in all methodology courses, were 95%. The candidate's performance was a 3.6 domain of the academic subject, the teaching effectiveness of the EPP Program candidates has been consistent. The candidate's performance scores, according to the Community Service Rubric, were 94%. The candidate's performance was a 3.5 domain of the academic subject, the teaching effectiveness of the EPP Program candidates has been consistent.

3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1): The results of the Report Card Survey and the Student Teaching Rubric was use to recognize the level of satisfaction of candidates and cooperating teachers. See the uploaded evidence at the end of this report.

The candidate's performance scores, according to the Student Teaching Rubric, were 95%. The candidate's performance was a 3.6 domain of the academic subject, the outstanding levels of satisfaction by the cooperating teachers with completers have been consistent.

The candidate's opinions (scores), according to the Report Card Survey, was 3.8. The candidate's positive opinions, demonstrate a good level of satisfaction with their performance. Also, positive candidate's opinions are a reflection of how school authorities treat them in their student teaching experience.

4. Satisfaction of completers (Component 4.4 / A.4.2): The results of the Report Card Survey and the Diversity Tracking System questionnaire was use to recognize the level of satisfaction of candidates. See the uploaded evidence at the end of this report.

The candidate's opinions, according to the Report Card Survey, are outstanding. All candidate's answers (scores) were excellent or good. The candidate's positive opinions, demonstrate a good level of satisfaction with their performance.

The candidate's opinions, according to the Diversity Tracking System are outstanding. All candidate's answers (scores) were excellent or good. The candidate's positive opinions, demonstrate a good level of satisfaction with their performance. See the uploaded evidence at the end of this report.

5. Graduation Rates (initial & advanced levels): See the uploaded evidences at the end of this report. Completers in History and Math at the Secondary Level are those that remain after having closed the academic programs.

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels): The Puerto Rico Department of Education in 2020 did not offer the teaching license test (PCMAS) because of the COVID-19 Pandemic. The TPP did provide evidence of comply with federal level requirements by submitting the Title II Report (Higher Education Act).

7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels). Not available. The Puerto Rico Department of Education does not provide this information because of confidentiality issues.

8. Student loan default rates and other consumer information (initial & advanced levels). In academic year 2019-2020, the EEP has fourth teen (14) students with loans. This information is not fully available due to confidentiality issues. All these information is available upon request.

## Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

## Section 6. Continuous Improvement

CAEP Standard 5

*The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of*

*candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.*

CAEP Standard 5, Component 5.3

*The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*

**6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.**

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?




The following thoughts are derived from the September 2017 handbook for advanced-level programs  
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

The year 2020 brought many difficulties in both academic and social sceneries. Regardless, the TPP have been able to achieve previous goals and assessment modifications informed on previous annual reports. After being exposed to earthquakes and the COVID-19 Pandemic, all technological processes, suddenly, became an essential tool for teaching and learning. The TPP faculty took advantage of this new reality, and completed a virtual database (<https://www.cayey.upr.edu/caep/>) to gather information of all key assessments. Providing a systematic way of data gathering. The database now has various ways of displaying TPP's data. The virtual database has the capability of making real-time reports of each student in courses where the key assessments are offered. These are confidential report that can only be accessed by the CAEP coordinator and the teacher's preparation program's director. These reports facilitate communication from the TPP's director with the clinical experience professors and cooperative teachers. The database will provide information of candidate's academic performance, and faculty effectiveness in the teaching process. Also, the virtual database will be able to provide public reports, respecting student's confidentiality, visible to visitors of the CAEP section in our institution's web page. The TPP, by using this virtual platform, will have a better projection of candidate's success right from their freshman to their senior year when they take the teacher's license test (PCMAS).

Tag the standard(s) or component(s) to which the data or changes apply.

5.1 Effective quality assurance system that monitors progress using multiple measures  
A.5.3 Continuous Improvement  
x.2 Technology

Upload data results or documentation of data-driven changes.

-  DATA\_TPP\_UPR\_CAYEY\_2020.xlsx
-  Diversity\_tracking\_system\_(MAY2020)\_(Responses).xlsx
-  feedback\_Report\_Card\_Survey\_2020.xlsx

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or s activities during a CAEP Conference or in other CAEP Communications?

Yes  No

6.3 Optional Comments

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## Section 8: Preparer's Authorization

**Preparer's authorization.** By checking the box below, I indicate that I am authorized by the EPP to complete the 2021 EPP Annual Report.

**I am authorized to complete this report.**

### Report Preparer's Information

Name:

Position:

Phone:

E-mail:

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

### Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site reviews.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount complete data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

### Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site review report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

**Acknowledge**