

2.2.1 Transition points

To provide evidence that the candidates meet the professional, state, and institutional standards, data from 10 key assessments in 4 transition points is collected, analyzed and share each academic year. The candidates' assessments are: 1) content knowledge and methodology courses grades, 2) field experiences, 3) effective classroom planning, 4) the Student Teacher Competencies Formative Evaluation Instrument (IEF by its Spanish name), 5) the Student-Teacher Work Sample Portfolio (MTEM by its Spanish name), 6) the Special Academic Impact Project, 7) the Teacher Certification Test (PCMAS by its Spanish name) Content sub-test, 8) Pedagogical Situation Essay, 9) Program Completers Survey, and 10) Cooperative Teachers Survey. Each one of the assessments support the effectiveness of the Program and are aligned with *CAEP*, *INTASC*, state, and institutional standards.

The four transition points (TP) to administer the key assessments and to collect data are: admission to program (TP-1), before student teaching (TP-2), student teaching practice (TP-3) and after program completion (TP-4). Data is collected, analyzed and share every year. Table 2.1 shows the assessment system, data collection analysis and evaluation.

Table 2.2.1a
Program Quality Assessment System: Data Collection, Analysis and Evaluation

Candidates Assessments								
KEY ASESSMENTS	Data Collection		Data Processing		Data Analysis		Dissemination	
	Person responsible	When	Person responsible	When	Person responsible	When	Person responsible	When
Grades from Content knowledge courses and Methodologies courses (TP-2)	Registrar Assessment Coordinator	Each semester	Technology Information Office	Each semester	Assessment Coordinator Director	Annually Spring-semester	Assessment Coordinator Director	Annually Spring-semester
Field Experience (Methodology Courses) (TP-2)	Professor	Each semester	Professor	Each semester	Director Professor	Each semester	Assessment Coordinator Director	Data is shared with faculty, candidates and stakeholders in Faculty meetings, committees meetings, institutional Assessment Forum, institutional Annual Report and Assessment Report
Effective Classroom Planning (EDPE 4335 (TP-2)	Professor	Each semester	Professor	Each semester	Assessment Coordinator Professor	Each semester	Assessment Coordinator Director	
Student teacher competencies formative evaluation Instrument (Clinical Practice) (TP-3)	Coordinator Supervisor	Each semester	Coordinator Supervisor	Each semester	Coordinator Supervisors Assessment Coordinator	Each semester	Assessment Coordinator Director	
Student Teacher Work Sample	Coordinator Supervisor	Each semester	Coordinator Supervisor	Each semester	Coordinator Supervisors Assessment	Each semester	Assessment Coordinator Director	

(Clinical Practice) (TP-3)					Coordinator			
Special Academic Impact Project (Clinical Practice) (TP-3)	Coordinator Supervisor	Each semester	Coordinator Supervisor	Each semester	Coordinator Supervisors Assessment Coordinator	Each semester	Assessment Coordinator Director	
Unit Assessments								
State Test - PCMAS (TP-4)	Director Assessment Coordinator	Annually Spring-semester	Secretary	Annually Spring-semester	Assessment Coordinator Director	Annually Spring-semester	Assessment Coordinator Director	Annually Spring-semester Data is shared with faculty, candidates and stakeholders In Faculty meetings, committees meetings, institutional Assessment Forum, institutional Annual Report and Assessment Report
Pedagogical Situation Essay (PCMAS) (TP-4)	Director Assessment Coordinator	Annually Spring-semester	Secretary	Annually Spring-semester	Assessment Coordinator Director	Annually Spring-semester	Assessment Coordinator Director	
Program Completers Survey (TP-4)	Director Assessment Coordinator	Annually Spring-semester	Secretary	Annually Spring-semester	Assessment Coordinator Director	Annually Spring-semester	Assessment Coordinator Director	
Cooperative Teacher's and Director's Survey (TP-4)	Coordinator Supervisor	Annually Spring-semester	Coordinator Supervisor	Annually Spring-semester	Coordinator Supervisor Assessment Coordinator	Annually Spring-semester	Assessment Coordinator Director	

Candidates' assessments are used for feedback regarding program progress, curriculum and course modification decisions, assessment process and procedure modifications, and candidate retention decision through transition points

Transition point 1

Admission to the University of Puerto Rico system is a general process and is to a specific degree program at a specific campus. Admission to the UPR-Ponce Education Department is determined by the General Admission Index (in Spanish IGS) established for that particular program; this IGS is a weighted average (50%) of the high school grade point average and 50% of mathematical aptitude and verbal aptitude scores on the College Entrance Examination Board (CEEB). The IGS required for admission to each program is set according to the capacity of that program to meet the demand; consequently, it is different for each program and may vary from year to year.

After being admitted to the program, a group interview is set with the EPP director. They talk about the students goals at the department, their teacher vocation, or if they have another career choice they want to pursue.

Transition point 2- Before clinical practice

To enroll in the Clinical practice, candidates must have completed four foundations of education courses: EDFU 3001 (Human Growth and Development I), EDFU 3002 (Human Growth and Development II), EDFU 3007 (Social Foundations of Education), and EDFU 4019 (Philosophical

Foundations of Education). Additionally, they must have completed all other program courses with a recommended grade point average of 2.75 to 3.00 or more. A protocol for clinical practice enrollment is followed with all prospect students:

1. General meeting with prospect candidates
2. Individual meeting with each candidate to analyze students' credits, courses and grades.

Transition point 3- During clinical practice

Candidates are expected to satisfactorily complete the 6 hour credit, 225 school hours of clinical practice in K-3 or 4-6 grades in public schools. Three assessments are used during this process: IEF, MTEM and Special Project. Candidates have to satisfactorily be assessed with these instruments to demonstrate content knowledge, applied knowledge of human development and learning, sensitivity to diversity, pedagogical content knowledge skills and use of technology, assessment, community relations and reflective habits on the effectiveness of their practice.

2.4 Transition point 4

Candidates fulfill the requirements for the Teacher Preparation Program when they complete the course work credits and the clinical practice. In order to teach in the public and private education system candidates must pass all three parts of the Teacher State Test, PCMAS. They are content knowledge, pedagogical knowledge, and writing skills. The UPRP EPP has consistently been among the top ranked from all private and public teacher preparation programs in Puerto Rico. 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).