

# University of Puerto Rico at Ponce Department of Education



## ***STUDENT RECRUITMENT WORK PLAN FOR ELEMENTAL EDUCATION ACADEMIC YEAR 2014-2019***

***"Towards the formation of a professional community focused on the selection of  
the best candidates that impact the educational system of Puerto Rico"***

July 2014

*Student Recruitment Committee  
Elementary Education Program*

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### ***Introduction***

Among the most important functions of the Bachelor's Program in Elementary Education at the University of Puerto Rico in Ponce is the process of recruiting new candidates for teachers who increase student population, especially in times of wide-ranging social and economic challenges. According to data from various university sources and studies, the student population in both the K-12 system and the university level demonstrates a declining trend. This fact has many implications, being the biggest challenge to get the best candidates for teachers who can positively impact the education of their students in the school classrooms. It is therefore important to structure a long-term plan that will guide us towards the selection of the right candidates that wanted to join the Program with the highest expectations.

The UPR Elementary Education Program in Ponce is an up to date program that has long demonstrated its excellence by being catalogued as **exemplary** according to the scores obtained in the Teacher Certification Tests.

Based on data provided by admissions offices and annual reports of incoming students, the UPR-Ponce Elementary Education Program develop an Action Plan with the key elements for attract candidates who have a profile that can develop their maximum potential capacities to be teachers..

### ***Elementary Education Program - UPR-Ponce***

The Elementary Education Program began at UPR-Ponce in 1984. Since then, the goal of the Program is to prepare candidates for leading teachers of the highest quality education. In order to meet this goal, periodically and after careful consideration of the data provided by the results of the Program's Assessment Plan, the Curriculum Committee, in consultation with the

faculty, makes recommendations for establishing IMIS entry to the Programme, taking into account the established quota of students per program.

The Elementary Education Program is already of proven excellence, holds the NCATE Accreditation, and expected to be re-accredited by the CAEP agency. In addition, it has a committed and dedicated faculty, and a curriculum that meets national quality standards, which places candidates at the center of all educational process. The strategies used and the approaches where the candidate is the center of the educational work, are elements of success so that during the period of immersion in the Program the candidate develops the skills that allow him to effectively perform in the various educational scenarios, as well as in PCMAS.

### ***Justification***

#### ***Work Plan for the Recruitment of Teacher Candidates***

This Plan is designed to ensure that there is a recruitment structure that keeps a real stable population according to the current situations in the country. At the same time, a recruitment process is held that motivates the best candidates to select education as a living for their lives and feel that this career is the best means for social transformation.

The following Plan has been developed to specifically address the recruiting dimension for new teacher candidates from 2014 and consecutively for five years, until 2019.

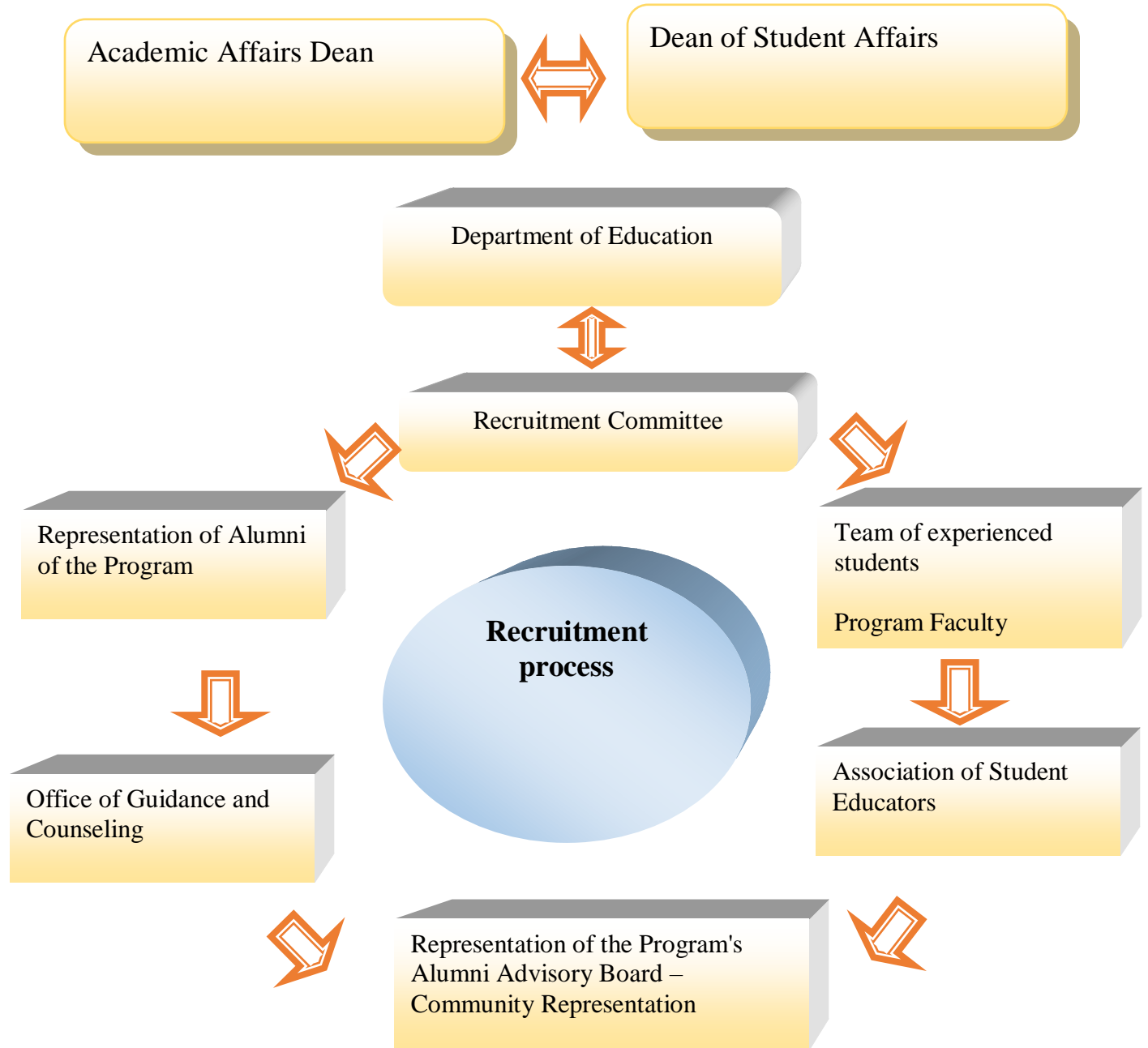
### ***Recruitment Process Plan for Teacher Candidates***

- ◆ Develop an effective recruitment program that maintains a degree of stability in the enrollment in the Program and the best candidates for teachers to nurture the education system of Puerto Rico.

### **General Goals**

- ◆ Develop a plan considering the results of the study "New *Income Student Profile*" that will serve as the basis for attracting the best candidates in the recruitment process.
- ◆ Plan impact activities to make the recruitment process an effective one.
- ◆ Develop teams of staff that serve as volunteer recruiters (mature students in the Program, graduates of the Program and Faculty) that impact students at the top level.
- ◆ Design a learning community to monitor the recruitment process during the five-year implementation of the Plan and adjust according to emerging needs.

**Institutional components that will interact in the Recruitment Process for the selection of the best candidates for teachers of the Baccalaureate Program in Elementary Education:**



The diagram above shows the various offices, committees and resources that will work together for the design and operationalization of the Program Recruitment Plan for elementary education.

### **Principles Governing the Program Recruitment Process**

- The recruitment process requires analysis of human resources, physical and economic resources to develop team sustainability, human resources sustainability, among others.
- Student recruitment requires the creative and constant follow-up element to achieve positive impact on schools and students.
- The population of potential students to be impact should be of diverse backgrounds and interests.
- The University should insert in formal and community-based studies to integrate students at the top level and if possible a consistent Program for the validation of activities and courses with value for your academic record.

**RECRUITMENT PROCESS  
OF THE BEST  
CANDIDATES TO THE  
TEACHER PROGRAM**



3.1 Recruitment Plan

**Work Plan for the Recruitment Process of the Elementary Education Program**

**Objective:** At the conclusion of academics years 2014 to 2019 and after having offered a series of activities for recruitment purposes

<b>Activities</b>	<b>Date</b>	<b>Responsible Staff</b>	<b>Indicator of success</b>
1. Meeting to create the global status of Program Resources that provides the basis for the quota of the Program's courses in the five-year term of the Plan	August 2014	Director and members of the Analysis Committee	Summary of the updated situation for each year (2014-2019)
2. Meeting between faculty members, alumni, representation of dekanate and community resources for the selection of the Recruitment Committee and establishment of the Potential Student Profile to study in the Education.	August 2014	Director of the Department	List of members of the Committee with the achievement of representation of the sectors identified
3. Meeting for the design of the Recruitment Plan based on ideas of the trained team	September 2014	Director of the Department	Recruitment Plan Initiated
4. Training of Sub-Recruitment Committee to refine the plan initiated and enrich them with activities consonant with the situation of the Program	September-October 2014	Director of the Department and Committee Coordinator	Recruitment Plan Revised
5. Program Open House Planning by inviting students from Ponce High Schools and neighboring places	October 2014	Director and Committee	Program of the Each Open(draft)
5. Education Department Page Design Meeting and its maintenance on social media to demonstrate the achievements of the Program during the five years of the Plan	October 2014 to May 2019	Recruitment Committee	Networking page made with e-mail address

<b>Activities</b>	<b>Date</b>	<b>Responsible Staff</b>	<b>Indicator of success</b>
6. Creation of the Sub Committee of Committee and Faculty Members visiting higher-level schools for the orientation of UPR Ponce and the BA program in Elementary Education	November to May from 2014-2019	Committee and faculty	Visit Report of the total number of schools identified to be impacted by the orientation of the University and the
7. Coordinate activities through the radio to promote the Program in the public and Puerto Rico community.	October 2014 to May 2019	committee	Schedule list
8. Meetings with office staff and other programs to coordinate the holding of shared activities that maintain and increase recruitment for the University	October -May 2014-2019	Director and Recruitment Committee	Achievement of at least 5 radio promotion recordings.
9. Coordinate academic, socio-cultural activities and impact motivations to candidates with the professional community.	October 2014-mayo 2019	Program Recruitment Committee	Bread of activities together
10. Coordinate the integration of students at the top level to the Program's Alumni Meetings to motivate them to study Education as an alternative.	April 2014 -May 2019	AFPE Committee Recruitment Committee	Team Formed Work plan
11. Coordinate the holding of competencies in the various discipline areas sponsored by the Program focused on the top level to motivate them to join the Program	October 2014 to May 2019.	Recruitment committee	Work Plan and Calendar
12. Integrate students at the top level to activities such as: Initiations of University Organizations, Race Day, Sports Competitions, and those that are planned according to particular needs.	January – May 2014 until 2019.	Recruitment Committee Student Organization of the Program	Attendance Sheets Intervention sheets Minutes
13. Create virtual newspaper that circulates through the various high schools to disseminate program achievement data and relevant program information.	August 2014-May 2019.	Recruitment Committee Student Organization of the Program	Number of newspapers created and circulated

<i>Activities</i>	<i>Date</i>	<i>Responsible Staff</i>	<i>Indicator of success</i>
14. Meeting with the Dean of Academic Affairs to create open courses of the program and community activities that can insert students of the higher level and offer them certifications and / or credits for such studies.	December 2018- May 2019.	Program Director	Courses and activities created
15. Reflection meeting to analyze the achievements of the Recruitment Plan and make adjustments according to the emerging situations of the moment.	May 2018-until May 2019.	Director, Recruitment Committee and Faculty	Assessment rubric

Note: Although only activities are included in this Work Plan until May 2019, the Retention Committee will follow up on all teacher candidates during their years of study, so that by completing their degree they will be able to demonstrate that they have all the skills included in the Graduate Profile of the Elementary Education Program and which can at the same time be able to take and pass PCMAS at the level of excellence.



# Appendix

### ***Program Vision***

The Education Department is committed with the professional preparation of teacher candidates and envisions them as the purpose of the educational endeavor. It recognizes the teacher candidates as learners in constant development and as builders of their own knowledge, who promote effective learning among students in K-3 and 4-6. It envisions teacher candidates as social beings with ethical, aesthetic, civic, and moral values; and a product and part of all evolutionary processes of society. It aspires to strengthen in the teacher candidates, through the cognitive- humanistic approach, the cognitive, affective, and intellectual dimensions, the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn in the different educational settings.

### ***Program Mission***

The Bachelor of Arts in Elementary Education program aims to train future education professionals so that they become leaders who contribute to the transformation of social and educational scenarios and to the strengthening of a democratic society. They will be able to learn how to learn, how to teach, how to engage and to educate dynamically and effectively, taking into consideration the diversity of their students.

### ***Program Goals***

The Baccalaureate Program in Elementary Education at the University of Puerto Rico in Ponce aims to achieve from a comprehensive perspective the following goals:

1. Develop in candidates the cognitive and affective dimensions with the content knowledge and mastery of the subjects they teach.
2. Develop in candidates the mastery of educational content and the various strategies, methodologies and means of assessment.
3. Develop in candidates the ability to reflect and be critical and analytical using research and creation.
4. Train candidates to demonstrate in their actions the ethical, moral and civic values, collaboration, dialogue and teamwork.
5. Develop candidates capable of work with educational challenges that integrate technology and information skills in teaching and learning processes.
6. Develop candidates with knowledge, respect and acceptance of diversity and the physical, emotional and cognitive differences present in educational settings.

### *Candidates Competencies*

1. Knowledge of the student and their development, as well as the processes of teaching and learning.
2. Knowledge of the content they teach and emerging methodologies.
3. Proper use of various assessment strategies to learn and evaluate student learning.
4. Knowledge of the different styles of learning and strategies to meet the cognitive, physical, social and emotional differences of students.
5. Effective social interaction in a context of collaboration and dialogue with students, family, and the school community.
6. Development of critical thinking and creative, moral, ethical, aesthetic, historic and civil consciousness.
7. Effective teaching planning.
8. Commitment to personal and professional development, provision for self- learning, independent study, adapt to change, and effectively address the challenges.
9. Knowledge and effective use of technological resources of learning and information and research skills.
10. Mastery of the language and communication skills.