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Revised

University of Puerto Rico in Ponce
Department of Education

Assessment System

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Introduction

Overview

The Department of Education of the University of Puerto Rico at Ponce (DE-UPRP) has been continuously making improvements to its Bachelor's Program in Elementary Education based on a cycle of data collection and analysis as part of the commitment to the Institution, as evidenced by the *Assessment Statement of Purpose* approved by the UPRP Academic Senate through Certification 2002-2003-61. The processes and means used for the assessment is continuously review using Dr. James Nichols' Five-Column Institutional Effectiveness Model as an assessment plan since 2000. As part of this review effort, DE-UPRP has worked to develop a comprehensive assessment system to demonstrate the executories of its candidates and, in turn, to comply with the state and national standards of accrediting agencies: Puerto Rico Department of Education, Council for the Accreditation of Education Preparation (CAEP) and Interstate New Teacher Assessment and Support Consortium (INTASC) performance standards.

To demonstrate its commitment to the assessment and the use of its results to improve the learning of its candidates and the effectiveness of the Program and The Unit, in 2001 de-UPRP established its Assessment policy where it defines the composition Departmental Assessment Committee. This committee has since been responsible for monitoring the executories of candidates and the Program using various means of assessment that have ensured that candidates meet the competencies outlined in the graduate's profile, and that the Program and Unity have helped develop in them the knowledge, skills and arrangements necessary to perform successfully. Many of the unit's assessment instruments have been around for years such as the Formative Evaluation Instrument, the Teacher Certification Test (PCMAS), and planning.

However, today many of these instruments have been restructured and others have been incorporated for the assessment such as: Field experiences, the Teacher Candidate Work Sample (TCWS/MTEM), and the Special Academic Project of Community Impact.

Description of the Assessment System

Design and development

The Unit's Assessment System was developed to ensure that the program meets the conceptual framework of the unit and the university, the state standards, CAEP professional standards and Interstate New Teacher Assessment and Support Consortium (INTASC). To achieve this, the unit appointed an assessment committee to begin the discussion and design of the system in collaboration with the power of the unit, the other units of the institution and the UPR system. The Assessment Committee is composed of the director of the DE, the teacher practice coordinator, the assessment coordinator and the CAEP Accreditation coordinator, and teachers from the different areas of expertise of the Program and unit. The committee is led by the Assessment Coordinator and serves as a communication vehicle between the faculty of the program and other constituents. 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 means of the unit and candidates. The committee shares with the unit's faculty its findings and recommendations during a faculty meeting of the DE-UPRP at the beginning of each academic year. It also shares annually the findings with the community institution during the Institutional Assessment Dialogues.

The first draft of the assessment system was presented and discussed during the first semester of the academic year 2005-2006. It was reviewed after several submissions to the

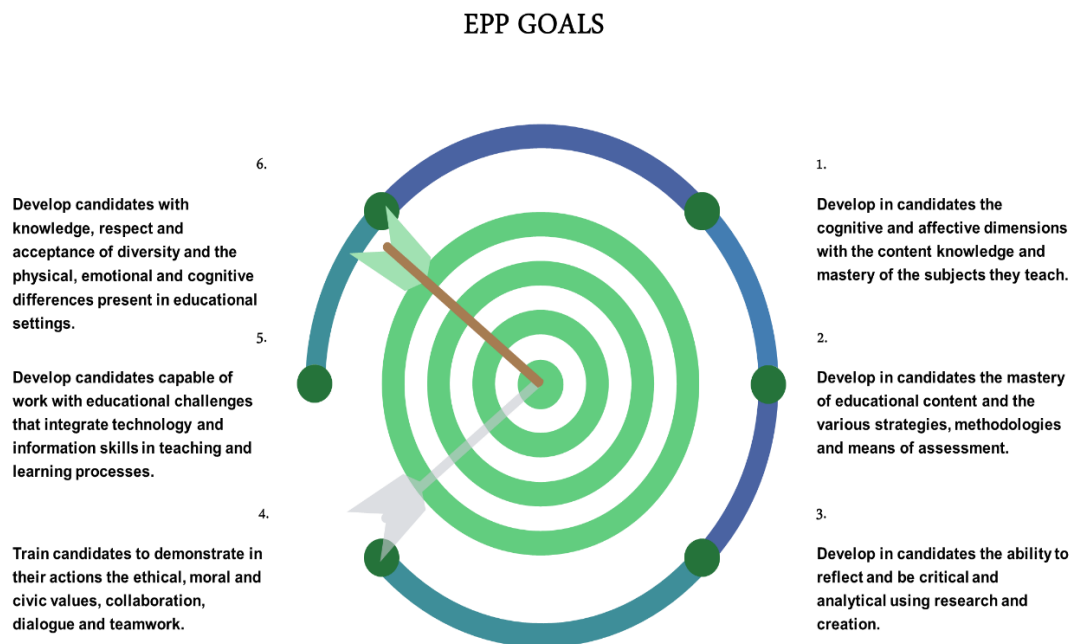
faculty of the unit and the UPR institution and system to incorporate the recommendations.

Finally, the unit's assessment plan was approved by the Department of Education's faculty during a retreat in June 2006. In addition, it was revised in June 2009, July 2012 and January 2019.

Alignment of the Program's Conceptual Framework and Profile

The unit's assessment system was designed based on the conceptual framework. This framework bases the competencies outlined in the profile of the graduate of the Program and considers the candidate as the center of the educational process. The competencies that guide the entire operation of the Program and the Unit are composed of six components of the program that allow the evaluation of the candidate's knowledge, skills and disposition, ensuring that candidates complete the program with the ten competencies that arise from the mission of unity and reflect the elements of the conceptual framework.

Figure 1. EPP Goals



They are:

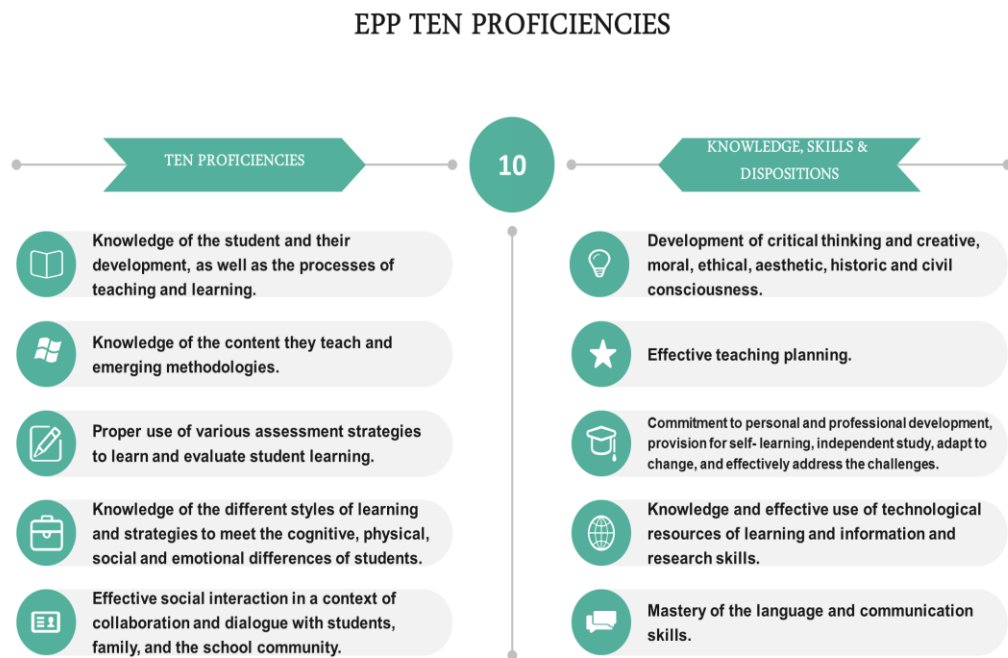
1. Develop in candidates the cognitive and affective dimensions with the content knowledge and mastery of the subjects they teach.
2. Develop in candidates the mastery of educational content and the various strategies, methodologies and means of assessment.
3. Develop in candidates the ability to reflect 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.

The competencies of the Program and the Unit are aligned to appropriate national and professional standards. This alignment ensures that the candidate demonstrates mastery of the competencies of the Program and the Unit also demonstrates mastery of the competencies articulated by the professional organizations governing the program. The figure 2 shows the ten program competencies. They were revised during academic year 2018-2019 and align to CAEP, InTASC, institutional and state standards:

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.

Figure 2. Program Competencies



DE-UPRP has adopted a comprehensive assessment system for its candidates that allows the collection and analysis of data from a variety of assessments to demonstrate compliance with competencies and standards. Some of these assessments are part of the program's courses. To ensure that the means of assessments used in the courses measure program competencies and professional standards, all the objectives of all Program courses were aligned with InTASC's professional standards and CAEP.

Transition points

The unit's assessment system reflects a process of continuous evaluation of candidates' performances. This system allows the collection and analysis of qualitative and quantitative data to monitor the execution of candidates and improve the effectiveness of the program and the Unit.

Table 1. Transition points align to InTASC

<i>InTASC Levels</i>	<i>Transition Point 1 Admission to the program</i>	<i>Transition Point 2 Before clinical practice</i>	<i>Transition Point 3 During clinical practice</i>	<i>Transition Point 4 After completing the program</i>
<i>Learner and Learning (1.1.5a)</i>		Grades from Content knowledge courses and Methodologies courses Candidates must have Completed five foundations of education courses EDFU 3001 (Human Growth and Development I), EDFU 3002 (Human Growth and Development II), EDFU 3017 (Evaluation of Students Learning), EDFU 3007 (Social Foundations of Education), and EDFU 4019 (Philosophical Foundations of Education), and also TEED 4018 (Use of microcomputer in the classroom) with a grade point average of 2.75 or better.	Candidates are expected to satisfactory complete the 6-hour credit, 225 school hours of clinical practice in K-3 or 4-6 grades in public schools. Assessments: Student teacher competencies formative evaluation Instrument Student Teacher Work Sample Special Academic and Community Impact Project	Pedagogical Situation Essay - PCMAS Candidates fulfill the requirements for the Teacher Preparation Program when they complete 68 credits. The 68 includes: 6 credits in foundation of education and philosophical courses; 3 credits in Nature and Needs of Exceptional Learners; 3 credits in the history of Puerto Rico; 3 credits in the history of the United States; 3 credits in theory and methodology; and 6 credits in student teaching.

Content (1.1.5b)	Field Experience (Methodology Courses)	Candidates are expected to satisfactory complete the 6- hour credit, 225 school hours of clinical practice in K-3 or 4-6 grades in public schools.	State Test -PCMAS Candidates must satisfactorily be assessed with Clinical Practice instruments: Instrument of Formative Evaluation (IEF in Spanish), the Teacher Candidate Work Sample (MTEM in Spanish), and a Special Academic and Community Project to demonstrate content knowledge, applied knowledge of human development and learning, sensibility to diversity, pedagogical content knowledge skills, community relations and reflective habits on the effectiveness of their practice.
	Effective Classroom Planning		
	Candidate must complete at least 18 credits in their major with grade point averages of 3.0 or better overall and in their major.	Student teacher competencies formative evaluation Instrument (Clinical Practice) Student Teacher Work Sample (Clinical Practice)	
Instructional Practice (1.2.1, 1.2.3)		Candidates are expected to satisfactory complete the 6- hour credit, 225 school hours of clinical practice in K-3 or 4-6 grades in public schools.	
		Student teacher competencies formative evaluation Instrument	
		Student Teacher Work Sample	
Professional Responsibility (1.1.6)	GPA at Admission	Special Academic Impact Project (Clinical Practice)	Program Completers Survey Cooperative Teacher's and Director's Survey

The Department of Education of the University of Puerto Rico in Ponce has adopted a comprehensive assessment system with ten key *assessments* to assess the executories of candidates and the unit. In addition to these assessments, the unit collects information with other assessment media at various transition points.

Table 2 shows the key *assessments*, and the transition points where the data is collected.

Table 2. Key Assessments and Transition points

Key Assessments	Transition Points
Candidate assessments	
Content course notes and methodologies	2 Prior to Teaching Practice
Field experiences	2 Prior to Teaching Practice
Effective teaching planning	2 Prior to Teaching Practice
Skills Training Instrument Student Teacher	3 Teaching practice
Master Candidate Work Sample (MTEM)	3 Teaching practice
Special Academic Impact Project	3 Teaching practice
Unit assessments	
Master Certification Tests (PCMAS)	4 Completed the Program
Pedagogical situation	4 Completed the Program
Survey of students who completed the program	4 Completed the Program
Survey of cooperating teachers	4 Completed the Program

Table 3 presents how the assessment system demonstrates the competencies of the candidates, the means of assessment used at each transition point, and the people responsible for their implementation. After the table, each assessment is described.

Table 3. Assessment system DE-UPRP

Candidates Assessments								
	Data Collection		Data Processing		Data Analysis		Dissemination	
KEY ASEESSMENTS	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 Data is shared with faculty, candidates and stakeholders in Faculty meetings, committees meetings, institutional Assessment Forum, institutional Annual Report and Assessment Report
Field Experience (Methodology Courses) (TP-2)	Professor	Each semester	Professor	Each semester	Director Professor	Each semester	Assessment Coordinator Director	
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 (Clinical Practice) (TP-3)	Coordinator Supervisor	Each semester	Coordinator Supervisor	Each semester	Coordinator Supervisors Assessment Coordinator	Each semester	Assessment Coordinator Director	
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 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 admitted to the unit and program at the same time must successfully complete *key assessments* at each of the transition points. Each of these assessments is aligned with the principles and goals of the Conceptual Framework, the competencies outlined in the Graduate Profile, and CAEP standards.

The key assessments and their respective rubrics were developed collaboratively by the de-UPRP faculty and are used by all teachers who offer these courses. Candidates receive the tasks with their respective rubrics and guidance from each teacher at the beginning of each semester. Tasks are evaluated by the faculty and the data are aggregated biannually to identify trends, determine whether candidates dominate competencies, and reflect on the strengths and areas to improve.

The results of these key assessments together with the other requirements allow to track the executories of the candidates before, during and after the Teaching Practice to show that they dominate all the competencies outlined in the Graduate Profile.

The unit has developed and adopted an Assessment System where candidates are evaluated at multiple points during their curriculum. The assessment means selected to determine the admission of candidates to the Program, their retention and termination allow predicting the success of the candidates. At each transition point, remediative measures have been incorporated to serve those candidates who do not successfully meet expectations. For example, if candidates do not demonstrate a satisfactory level in their oral or written communication skills through written essay and oral presentation, they will be offered drafting and oral communication workshops. If a candidate or graduate does not approve PCMAS, recommend you by letter, attend the structured reviews offered by the Program.

Description of candidates' instruments

Program Admission – (PT-1)

To be admitted to the unit, candidates must complete the University of Puerto Rico's Single Admission Application at Ponce. Certification #25-2003-04, of the Board of Trustees of the University of Puerto Rico established admission rules and policies: 1) graduate of an accredited high school with an average of 3.00 or higher, or pass an equivalence exam of offered by the Puerto Rico Department of Education; 2) University Admission Student Test (PEAU) results administered by College Board that evaluates students in five areas: verbal and mathematical reasoning, English, mathematics, and Spanish; and 3) the General Admission Index (IGS) established by the study program selected by the student. The IGS is calculated using the following distribution: 50 percent of the high school average, 25 percent on each of the

scores obtained on the verbal reasoning and mathematical reasoning test. The minimum IGS of THE DE-UPRP is 260.

Prior to teaching practice – (PT-2)

Candidates must successfully complete their pre-teaching courses with various means of assessmentsuch as planning a clase, field experiences, and designing to be admitted to teaching practice. In addition, candidates must have accumulated a minimum overall average of 3.0, complete the clinical practice application, and be interviewed.

Grades of content courses and methodology courses

Through the program, candidates must successfully complete various assessments tools to demonstrate content proficiency. For this purpose, the faculty has identified the content courses and methodologies. These courses, requirements for all candidates, are aligned with InTASC and CAEP standards to ensure that they provide subject matter content and pedagogical knowledge and skills needed to teach. The DE-UPRP policy states that all candidates must approve at least with *C* all courses selected to demonstrate content domain. If the candidate does not meet the minimum expectation, it is recommended to repeat the course. In addition, each academic year, an analysis of the grades obtained by candidates in the courses is carried out to observe trends and carry out actions in conjunction with the departments or teachers aimed at improving the learning and execution of the candidates.

Effective teaching planning

Class planning assessment provides evidence that candidates are prepared to plan classes for the subject they teach and will be able to demonstrate satisfactorily during their teaching practice. This assessment is administered in the course EDPE 4335, Curriculum Seminar and Teaching at the Elementary School which is taken during the last year of study during the semester prior to the Teaching Practice. The focus main of this course is the design of the instruction. As a course requirement, each candidate designs a plan for a demonstrative class, where develops a concept by integrating two or more subjects that he or she will teach in grades K-6. The evaluation of the planning occurs in three times: at the beginning of the course (previous knowledge of the candidate), the knowledge during the process or development of the course, and the final knowledge that it possesses.

During the first planning time, candidates reflect on their prior knowledge by using the rubric to evaluate their plan. The course teacher evaluates candidates' plans in the second and third time and offers back communication to improve the plan they present in the third half. The plan that candidates design includes activities that promote the integration and connection of concepts, adaptation to student diversity, development of critical thinking, problem solving and thinking skills, appraisal for teaching, reflection and evaluation, and collaborative and dialogue skills. Each plan must be based on learning theories, content standards, and curriculum frameworks for the degree and subjects of the Puerto Rico Department of Education.

Field experiences

Field experiences are an essential requirement in Elementary School teaching methodology courses that prepare candidates for their teaching practice. The candidate

participates in this experience of five (5) hours contact minimum the semester in each methodology course enrolled for a total of 85 hours. The fundamental purpose of this experience is to bring the candidate closer to what the teaching and learning process really is, to demonstrate professional disposition in the real academic scenario and to self-assess their sense of vocation. Likewise, compare and integrate the theoretical concepts with the implementation of these, thus perceiving the relationship between theory and practice, expand ingenuity of teaching experiences and be ready for teaching practice.

All candidates enrolled in the courses attend a public or private school to realize the field experience and establish collaborative agreements with the school principal. Field experience includes describing the educational context in which the teaching-learning process takes place, observing classes, designing a lesson, planning and offering a class, and reflecting on the experience. Through the field experience the candidate can demonstrate his or her ability to observe, plan, teach and reflect on their educational practices and the effects of their teaching on learning student language within a real context. At the end of the visit period, each candidate delivers a report that includes some of the following parts according to the level of their experience:

1. Introduction
2. Context factors
3. Learning goals and goals
4. Designing a lesson
5. Teaching the Lesson
6. Teaching a particular skill
7. Reflection of experience
8. Observations

Each component of this report is evaluated with a three-level rubric: 1 (Indicator not fulfilled), 2 (partially fulfilled indicator), 3 (indicator met). Candidates must earn a minimum

score of 2 in each of the criteria assessment. If candidates do not reach the expected level of execution, they are informed which areas they should improve for future experiences. If the candidate does not meet this assessment, they receive an Incomplete course score until they complete it. In addition, at the beginning of each semester, in a faculty meeting, the results of this assessment are reported with the areas that need to be strengthened; in this way each methodology teacher is responsible for guiding candidates on the field experience to be conducted in your course and work on weak areas. ******The field experience rubric will be revise and validate on August 2019.***

Clinical Practice – (PT-3)

It is during their **internship** that candidates put into practice the knowledge, skills and disposition developed through the courses in the Program. To show their learnings candidates are evaluated with the Formative Evaluation Instrument, develop the Teacher Candidate Work Sample (MTEM) and a Community Impact Academic Special Project with the school community they serve. These means, together with previous means and experiences, provide information to ensure that our candidates are trained to serve as teachers at the elementary level, as evidenced later by the results of PCMAS.

Formative Evaluation Instrument

The purpose of this instrument is to evaluate the execution of the teacher candidate in the 10 competencies at his teaching practice internship. It is organized into 10 indicators that include two to four components per indicator. The indicators it assesses are: mastery and knowledge of the subject matter, knowledge of the student and the learning process, use of diversity of teaching strategies, management and organization of the educational environment, language proficiency and skills communication, effective teaching planning, learning assessment skills,

professional performance, commitment to your professional and personal development, and interest in the school community. A four-level scale is used in each of the rubrics to evaluate each component included in each indicator: exemplary (4), competent (3), in progress (2), and emerging (1). During the semester, the practice supervisor conducts three assessments to the candidate where he/she records his executions: exploration visit and start (10%), evaluation training visit (30%), and final visit (40%). This instrument has a weight of 80% on the candidate's final grade at the Internship. If necessary, additional follow-up visits are made until the candidate reaches the optimum level of the required competencies. In addition, at the beginning of each semester, in a faculty meeting, the results of this assessment are reported with the areas that need to be strengthened; in this way each practice supervisor is responsible for working with the candidate's competencies that require it.

Student-Teacher Work Sample (MTEM)

This instrument is a product that demonstrates the teacher candidate's ability to plan, teach, and evaluate learning an educational sequence in a subject; document the execution of students; and reflect on the effects of their teaching on student learning. MTEM presents some of the candidate's work during their teaching internship where it includes a teaching unit that can span a period of between one and three weeks of class. It shows the specific activities the candidate performs during that period to help their students learn, as well as the impact of these on their learning.

This assessment consists of the following parts: Context Factors and Adaptations to the Learning Environment, Learning Goals and Goals, Learning Assessment Plan, Teaching Design and Implementation, Analysis of Learning Outcomes learning, decision-making in the teaching process, and reflection on teaching and learning. Each of the parties has a four-tier

rubric:exemplary (4), competent (3), in progress (2), and emerging (1), for evaluation. The score obtained in this assessment represents 15% of the final evaluation at your internship. At the start of each semester, at a faculty meeting, the results of this assessments of that every practice supervisor have a chance of working with candidates for those competencies that require strengthen.

Special Academic Project of Community Impact

The teacher candidate must carry out a special academic project of community impact in an area related to the subject matter he teaches. The candidate, with the cooperating teacher, determines the academic needs of the students and selects the area of highest priority. Once the priority is selected, the candidate choose the project topic in consultation with the university supervisor and the school principal. Once the formalities are complete, the project must be deliver on the date selected by the Supervisor, Cooperating teacher and the Candidate.

The special project is structured in a format where the student is asked to demonstrate his/her level of execution in the following competencies:

- Mastery and knowledge of the subject
- Knowledge of the student and the learning process
- Organizing and managing the learning environment
- Oral and written communication skills
- Relationship with the school community
- Professional performance

A heading with six indicators is available to assess the competencies. These competencies are evaluated based on four levels of implementation.

Emerging (1)- At this level, the teacher candidate demonstrates not understanding the concepts or processes implicit of the different components that are included in the project. It is required to work with the included core practices in a way that directs the achievement of the competition.

In Progress (2) - At this level the teacher candidate appears to understand the concepts or processes implicit in the different project components. The domain of the process is not consistent.

Competent (3) -At this level the teacher candidate demonstrates that understands the concepts or processes implicit and explicit in the components of the project. He/She does it consistently.

Exemplary (4) At this level, the teacher candidate demonstrates an exemplary execution - exceptional that understands and teaches the explicit and implicit concepts in the components of each competition. It does so consistently and effectively.

Completed the program – (PT-4)

Once the Program is completed, candidates must approve PCMAS, demonstrate mastery in content sub-tests and pedagogical situation. In addition, students who complete the program and cooperating teachers should evaluate the readiness offered by the UPRP Education Program and Department through surveys.

Description of the unit's assessment instruments (PT-4)

Teacher Certification Tests (PCMAS)

The Puerto Rico Department of Education requires all teacher candidates to pass the Teacher Certification Tests (PCMAS) to practice as a teacher in Puerto Rico. PCMAS has been designed by the College Board to measure those skills and knowledge that are considered essential for teachers to effectively perform in the classroom regardless of the school level at which they work and their area of Specialization. The tests consist of a Basic Battery that includes the Fundamental Knowledge and Communication CompetenceS Test and the Elementary Level Professional Competency Test. In both tests the maximum score is 160 points.

The Fundamental Knowledge and Communication Competences Test requires a minimum score of 92 points, and the Professional Skills Test a minimum score of 89 points. Teacher candidates take the tests upon completion of their Education program.

The content sub-areas included in the PCMAS Fundamental Knowledge Test include the content of the basic university courses offered at the various university institutions in the country. This content is divided into disciplines and thematic areas. The content of the test reflects an adequate balance between the theoretical knowledge fundamental to the future teacher and the pragmatic approaches that express the useful value of such knowledge. The test exercises reflect intra- and interdisciplinary connections that can be used to encourage the creation of science.

The Fundamental Knowledge Test consists of four parts where basic knowledge is measured in the following content sub-areas: humanities/social, science/mathematics, Spanish, English and composition. The candidate is expected to get a theoretical average of 50 points on a standardized scale that ranges from a minimum of 20 to a maximum of 80 points. Annually, the College Board, the entity responsible for administering the tests, sends to the UPRP the results of the candidates who during the academic year took the test.

Results in both tests in the different sub-areas are used to review, adapt and reinforce course content.

Pedagogical situation test

The pedagogical situation in PCMAS shows that graduates have the knowledge and skills to teach in elementary schools in Puerto Rico and abroad. This assessment is part of the PCMAS Professional Skills Test. In the analysis of the pedagogical situation candidates, from their role as a teacher, apply knowledge and skills about the fundamentals of education, teaching

methodology, utilization assessment, and classroom management to address special situations of the group or some students in particular. In this, candidates present all the arguments that justify their answer in a logical, clear and orderly manner to each of the three open questions. Each of the questions is evaluated using rubrics on a scale of 1 to 6, in which 1(Unsatisfactory) is the lowest score and 6 (Excellent) the maximum score.

Survey of students who completed the program

The DE-UPRP assessment system has developed a survey of students completing the program for the purpose of knowing whether the Program is effective in training candidates. Each year, students answer a questionnaire related to their experiences and perceptions of both the Elementary Education Program and the Teaching Practice. This assessment, which listens to the perceptions and satisfaction with the Elementary Education Program, is administered to all DE graduates during the second semester of their last academic year.

Survey of cooperating teachers

Cooperating teachers are surveyed to get their insights into the effectiveness of the program in preparing candidates to teach. This instrument evaluates the 10 competencies of the graduate profile. All semesters, at the end of the teaching practice, the practice supervisor gives each cooperator teacher a questionnaire to evaluate the execution of each of the candidates and assess the effectiveness of the program in the preparation of the candidates. The analysis of the results of this instrument is presented at the beginning of each academic semester during the first faculty meeting of the program in order to strengthen areas or seek alternatives to improve the performance of candidates or the program.

Evidence of fairness, accuracy, consistency and non-judgment

The DE-UPRP's power has made various efforts to reduce prejudices or biases in the means of assessment. The major effort has been directed in the development, review and adaptation of rubrics to measure the executions of candidates. An example of this is that all faculty members who offer the methodology courses use the same rubrics to evaluate field experiences and planning. In this way, during meetings of this group of teachers, the results are discussed and the instruments are refined and improved. In addition, the collaboration of teachers from other faculties has been requested to review and improve the instruments. Examples include the participation of teachers from the Spanish Department, who reviewed and recommended changes to the rubrics to evaluate the oral presentation and essay. It is important to note that all assessment tasks with their respective rubrics are delivered and discussed with candidates from the beginning of the semester, so that they can execute as expected. In addition, all the instruments and rubrics used in our system have been aligned with the competencies of our conceptual framework and with state, national and professional standards to ensure consistency and accuracy.

In addition to the measures described above, the course documents of all courses have been revised to ensure that candidates are provided with the opportunities to develop all the competencies outlined in the conceptual framework of the Program. Data from multiple data sources are discussed in group and faculty meetings to validate and confirm our findings during the different times of the assessment process.

In addition, to evaluate the executories of candidates, DE-UPRP also evaluates the unit's operations. The College Board Office annually sends data from a survey that candidates are conducted to de-UPRP when taking the PCMAS. This survey reports the satisfaction of

candidates with the education received in the Department. The Office of Institutional Planning and Studies (OPEI) provides the unit with data on note distribution, student profiles, enrollment, retention, and student satisfaction studies. The table below presents some of the reports submitted by this office.

Table 4. Reports from the Office of Planning and Institutional Studies

New Entry Student Profile (Annual)
Graduate Profile (Periodical)
Teacher Profile
Annual Institutional Data Profile (annually)
Student Retention by Academic Programs
Total, regular and irregular enrolment (Semi- annual)
Note Distribution (Semi-annual)
Student Satisfaction Study
Graduation Candidates (periodical)

Data collection, analysis, and evaluation

The Elementary Education Program maintains an assessment system that incorporates and analyses data from multiple measures managed at various times, and presents it each year to UPRP faculty, EPP faculty, Advisory Board and other stakeholders for discussion and analysis in order to improve the program. The DE-UPRP assessment system operates in a two-phase 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 results. During this last phase, conclusions are reached and actions are recommended to improve candidate stakes, unit operations, and program quality. These recommendations are presented to the Director of the EPP and referred to in various working committees and decision-making faculty meetings. Data that is collected after changes are made are re-analyzed to determine the effectiveness of these

actions. The unit's Assessment Committee is responsible for enforcing this assessment cycle annually.

The Unit and Program Assessment Plan ensures that there is a uniform mechanism for collecting candidate data at each of the transition points. Data from some means of assessment such as the Teaching Practice Instrument are collected every semester and others annually as the results of the PCMAS (see Assessment System table).

Table 5. Assessment System: Data Collection, Analysis and Evaluation

TEACHER CANDIDATES ASSESSMENTS									
KEY ASSESSMENT	Data collection		Data processing		Data analysis		Disclosure		Using results
	Responsible	When	Person responsible	When	Responsible	When	Responsible	When	
Grades of content courses and methodology courses (PT-2)	• Coordinator Assessment	Every semester	• Coordinator Assessment	Every semester	• Coordinator Assessment • Director	Annual Second - semester	• Coordinator Assessment • Director	Annual Second - semester	Candidate assessments are used to: <ul style="list-style-type: none"> • Retro feed to the candidate related to their program progress. • Decide for curriculum or course changes • Modifications to assessment processes and procedures. • Determine the retention of the candidate through the transition points.
Field experience (PT-2)	• Professor	Every semester	• Professor	Every semester	• Director • Professor	Every semester	• Coordinator Assessment • Director	Every semester	
Effective teaching planning (EDPE 4335) (PT-2)	• Professor	Every semester	• Professor	Every semester	• Coordinator Assessment • Professor	Every semester	• Coordinator Assessment • Director	Annual Second - semester	
Training assessment in assessment of student master's competencies (PT-3)	• Coordinator • TeacherPractice Supervisor	Every semester	• Coordinator • TeacherPractice Supervisor	Every semester	• Coordinator • Supervisor • Coordinator Assessment	Every semester	• Coordinator Assessment • Director	Every semester	
Sample of the Teacher Candidate Work (PT-3)	• Coordinator TeacherPractice Supervisor	Every semester	• Coordinator TeacherPractice Supervisor	Every semester	• Coordinator • Supervisor • Coordinator Assessment	Every semester	• Coordinator Assessment • Director	Every semester	
Clinical Practice (PT-3)	• Coordinator TeacherPractice Supervisor	Every semester	• Coordinator • TeacherPractice Supervisor	Every semester	• Coordinator • Supervisors • Coordinator Assessment	Every semester	• Coordinator Assessment • Director	Every semester	
UNIT ASSESSMENTS									
PCMAS (PT-4)	• Director • Coordinator Assessment	Annual Second - semester	Secretary	Annual Second - semester	• Coordinator Assessment • Director	Annual Second - semester	• Coordinator Assessment • Director	Annual Second - semester	
Pedagogical Situation Test (PCMAS) (PT-4)	• Director • Coordinator Assessment	Annual Second - semester	Secretary	Annual Second - semester	• Coordinator Assessment • Director	Annual Second - semester	• Coordinator Assessment • Director	Annual Second - semester	
Survey of students who completed the program (PT-4)	• Director • Coordinator Assessment	Annual Second - semester	Secretary	Annual Second - semester	• Coordinator Assessment • Director	Annual Second - semester	• Coordinator Assessment • Director	Annual Second - semester	
Survey of Cooperating Teachers (PT-4)	• Coordinator • TeacherPractice Supervisor	Annual Second - semester	• Coordinator • TeacherPractice Supervisor	Annual Second - semester	• Coordinator • Supervisor • Coordinator Assessment	Annual Second - semester	• Coordinator Assessment • Director	Annual Second - semester	

-Data entry is done using the program to Excel. -The dissemination of results is done using website, Annual Newsletters, Annual Reports

The Assessment system is structured to obtain information from a variety of sources, including samples of candidates' work, the Office of Planning and Institutional Studies, the Registration Office, the Information System (SIE), PCMAS, and surveys. Examples of data from these sources include transition point data from the assessment system, and questionnaires to candidates and PCMAS results.

Each professor in charge of each assessment medium has the responsibility to tabulate the results, submit a summary and deliver them to the Director of the department, Field Experience Coordinator or Teacher practice coordinator, according to the type of assessment. The director and coordinators analyze the data and then send it to the assessment coordinator for them to enter the database. The assessment coordinator analyzes data, produces and discusses results reports with the director and teacher practice and field experience coordinators. At the end of each semester, the results obtained from the different means of assessment are analyzed and discussed. These results are presented to the faculty during the next semester start meeting convened by the department director and other members of the decision-making and discussion faculty. During these faculty meetings, some of the reports received from the Oficina de Planificación and Estudios are also presented and discussed (OPEI).

The data obtained through the various means of assessment is saved in files created with the Excel program. This data is presented by means of tables and graphs that summarize the executory of the candidates.

Candidate claims or reconsiderations

DE- UPRP promotes in its candidates the channeling of their claims or reconsiderations in the most effective way. Candidates are guided to discuss their differences with the course teacher, whether he or she is required with the Teacher's Clinical Practice Coordinator or the director of DE-UPRP, or dean of Academic Affairs before formally submitting their complaints to the Student Attorney's Office, as described in the UPRP Student Services Manual. This office addresses all kinds of complains that affect the student education process. The Director of the Department is responsible for attending the situations and keeping a record of the actions taken to solve them or refer them to the Dean of Academic Affairs if necessary. If the claim or reconsideration is related to your admission to the Unit or Program, continued in the program or admission to practice, the candidate must submit their claim to the Director of DE-UPRP. If the claim is related to any means of assessment, the candidate must inform the respondents about their situation. Each situation is consulted with the director of the department, with the practice coordinator, or with the committee appointed according to the complaint and the candidate is informed of the resolution taken. The University also has the Discipline Committee that addresses complaints related to violations of academic policies described in the Student Regulations.

In addition to this formal procedure, candidates have a variety of avenues to express their opinions about their experiences at DE-UPRP. Some of these include course evaluations, student satisfaction studies, and surveys at the end of practice and completing the program.

Using data to improve the program

DE-UPRP has developed an assessment system that includes working meetings of different faculty members for data collection, analysis and discussion as described above.

These meetings are held at the end of each semester for discussion, and results are reported at the beginning of each semester at faculty meeting.

The role of the assessment committee is to maintain the DE-UPRP assessment system, coordinating working meetings, collaborating on the development of assessment tools consistent with the conceptual framework, and ensuring the collection, analysis, and use of data in the DE-UPRP.

The goal of DE-UPRP is to improve the executions of candidates and unit operations. Over the past few years, changes have been made or actions taken based on assessment data. Some of the actions taken are:

- Review the courses syllabus with the intention of incorporating content of subjects, strategies and approaches to strengthen the performance of the teacher candidate considering the standards of CAEP, InTASC, Standards (ISTE) and state standards.
- Share assessment results with the faculty of departments that offer the Program's general education courses to develop strategies to strengthen content knowledge.
- Offer written communication workshops in Spanish to student teachers.
- The conceptual framework of the Baccalaureate Program in Elementary Education was revised to temper it to the new regulations of the educational system, new approaches and educational paradigms to strengthen the candidate's competencies.
- The heading for the evaluation of lesson plans was revised to align it with CAEP and InTASC standards.
- The Candidate-Teacher-Work Sample (MTEM) was incorporated into the Teaching Practice for the candidate to demonstrate his or her ability to plan, teach, evaluate and reflect on the effects of his teaching on the learning of his students.
- The Special Project carried out by teacher candidates during teaching practice was restructured to direct teacher stewards towards academic impact activities.
- The overall average to 3.0 and the approval of courses were increased as a requirement for teaching practice.

- Field experiences and their rubrics, and practice centers, were reassessed.

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, appraisal dialogues with the university community, presentations and meetings of the UPR System and guidance students again.
- Guidance 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

During the 2018-2019 academic year, various means of assessment and survey of graduates and employers were updated and validated.