



CAEP UPRM; Questions CAEP Visiting Team May Ask Us

VISIT DATE: August 13-15, 2017

August 11, 2017

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Dr. Rebeca Orama, Teacher Preparation Program Director



Key Questions

- What is the UPRM TPP accreditation status and process under CAEP?
- What are the roles of the UPRM Teacher Preparation Programs in UPRM?
- Teacher Candidates - Who are they and how well do they perform?
- How do administrative offices, content departments, and the TPP collaborate?
- How does the UPRM and K-12 schools and community partnership work?

Key Questions

- How are teacher candidates recruited and selected to maintain quality?
- What is UPRM's impact on alumni teachers (student learning)?
- How does UPRM assure quality and capacity while improving continuously?
- How does UPRM integrate technology and diversity across all areas?

What is CAEP?

*Council of Accreditation of Educators
Preparation*

NCATE

The Standard of Excellence
in Teacher Preparation

in 2013

TEAC®

CAEP

Council for the
Accreditation of
Educator Preparation



UPRM Current Accreditation Status

UPRM was accredited in 2010 as a **Teacher Preparation institution** by the National Council of Accreditation for Teacher Educators (NCATE)



2010 -2017

UPRM NCATE Accreditation was outstanding because...

- 6 of 6 Standards Met
 - 1, 2 & 3 at Target Level
 - NO areas for improvement
- (only 6 Universities of 62 that were accredited that year)

Candidate Knowledge, Skills, and Dispositions

the target level for Candidate Knowledge, Skills, and Professional Dispositions.
the acceptable level.
the acceptable level.
the acceptable level.
the target level for Professional Dispositions for All Candidates.

Assessment System and Unit Evaluation

the target level for the Assessment System.
the acceptable level.
the acceptable level.

Field Experiences and Clinical Practice

the target level for Collaboration between Unit and School Partners.
the target level for Design, Implementation, and Evaluation of Field Experiences
Practice—Initial Teacher Preparation
the target level for Candidate Development and Demonstration of Knowledge, Skills
Dispositions to Help All Students Learn.

Diversity

acceptable level for all areas.

Faculty Qualifications, Performance, and Development

acceptable level for all areas.

Unit Governance and Resources

acceptable level for all the areas.



NCATE

The Standard of Excellence
in Teacher Preparation

An NCATE Accredited
Institution

In 2014 we revised the assessment process to align with the new CAEP Standards & 10 InTASC Professional Standards



CAEP Standards

1. Candidates' Content & Pedagogical Knowledge (InTASC)
2. Clinical Partnership & Practice
3. Candidate Quality, Recruitment, and Selectivity
4. Program Impact
5. Provider Quality Assurance and Continuous Improvement

UPRM Selected
Improvement Plan

UPRM Conceptual Framework – InTASC Professional Standards Aligned to UPRM Future Teacher Profile

CAEP Council for the Accreditation of Educator Preparation

Building Relationships to Enhance Education

Why It Matters

Educator accreditation is a seal of approval that assures quality in educator preparation. Accreditation makes sure that educator programs prepare new teachers to know their subjects, their students, and have the clinical training that allows them to enter the classroom ready to teach effectively.

Accreditation provides a framework that has pushed educator preparation programs to continually self-assess and conduct evidence-based analysis of their programs and their efficacy. These evidence-based shifts, rooted in continuous improvement, are helping to ensure that preparation programs are more likely to produce

Accreditation is quality assurance through external peer review

Standards

Standard 1: Content and Pedagogical Knowledge
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline.

Standard 2: Clinical Partnerships and Practice
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation.

Standard 3: Candidate Quality, Recruitment, and Selectivity
The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

Standard 4: Program Impact
The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality, Continuous Improvement, and Capacity
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

History

On July 1, 2013, the National Council for Accreditation of Teacher Education (NCATE) merged with the Teacher Education Accreditation Council (TEAC), which was also a recognized accreditor of teacher-preparation programs, to form the Council for the Accreditation of Educator Preparation (CAEP). CAEP succeeds NCATE and TEAC as the only recognized accreditor specialized in accreditation of U.S. educator-preparation programs.

Mission & Goals

CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Strategic Goals:

1. To raise the bar in educator preparation
2. To promote continuous improvement
3. To advance research and innovation
4. To increase accreditation's value
5. To be a model accrediting body
6. To be a model learning organization

Centro de Recursos Universitarios de Investigación y Servicios Educativos
PO Box 9000, Mayaguez, PR 00681-9000
Teléfono (787)832-4040 Extensión: 3485F ex: (787)265-5425

Conceptual Framework of Teacher Preparation Program

UPRM TPP Vision

In the context of the vision and mission of the institution, the Teacher Preparation Program aspires to develop subject matter specialists who are active teachers and lifelong learners who are highly capable, effective, dedicated educators in their fields.

UPRM TPP Candidate Proficiencies

Human development and learning. Understand how children learn and develop so they can provide opportunities to support their intellectual, social, and personal development promoting the integration of knowledge in all its manifestations. Savvy consumers of evidence-based research to identify and adopt effective strategies for developing academic proficiency.

Sensitivity to diversity. Recognize, understand, and value the diversity of learning styles, intelligences, and talents as well as the diversity of social, economic, and cultural experiences. Enable them to create a learning environment in which all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic or geographical origin feel secure. That recognizes and responds to the diversity of learners with varied learning opportunities that promote the development of critical thinking, problem solving, and performance skills of each learner.

Demonstrates community building skills. Foster effective professional relationships with colleagues, parents, and educational stakeholders in the surrounding community in order to support learning and well-being in a manner that encourages students to develop ethical, civic, moral and esthetic values in harmony with their individual and collective needs contributing to a culture of peace.

Content knowledge. Understand the central concepts, fundamental structure, and principal inquiry tools of their discipline in a way that enables them to design and present learning experiences that make these aspects of the subject matter evident and meaningful to students. (Encourage them to pursue deeper disciplinary knowledge, technology or other areas.)

Reflection, creative, critical thinking. Practice reflective, creative, and thereby contribute to the formation of reflective, creative, critical thinking individuals who value, practice, and develop these processes throughout their lives.

Assessment. Monitor student learning progress through formal and informal assessment strategies in order to design, modify, and deliver learning experiences that contribute to the continuous growth of each learner. To evaluate assessment results to improve their own teaching effectiveness.

Pedagogical content knowledge. Develop a solid pedagogical content knowledge and an understanding of a broad variety of active methodologies in order to design, modify, and deliver instruction that leads learners to meet curricular goals that lead students to learn.

Caring dispositions. Confront new challenges, social as well as educational, in a way that contributes to improving the quality of life in PR and the world. Who can establish and sustain a positive, safe learning environment in which interpersonal relationships furnish the stability, trust, and caring that support learners' sense of belonging, self-respect and self-acceptance as well as the security to make mistakes and learn from them.

UPRM TPP Mission

The mission of the Teacher Preparation Program reflects the UPRM mission. The unit's mission is to serve society by preparing professional educators who are subject matter specialists with dispositions of social, cultural, humanistic sensitivities and ethical values, who also possess competence, skills and general knowledge, all of which will allow them to be highly effective professional educators, committed to vanguard educational paradigms, with an inquisitive attitude, capable of creative and critical thinking, and with mastery of pedagogical and conceptual knowledge in

Professional Standards Alignment

1. **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student

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UPRM CAEP Web Pages

<http://uprm.edu/eppcaep>

Information, Data & Instruments

<https://wordpress.uprm.edu/uprmcaep>

UPRM CAEP Self Study & Addendums

The screenshot shows the homepage of the Council for Accreditation of Educator Preparation (CAEP) at UPRM. At the top, there is a navigation bar with links for 'Inicio', 'portal', 'admisiónes', 'académico', 'administración', 'estudiantes', 'investigación', 'biblioteca', 'servicios', 'deportes', 'egresados', 'buscar', and 'más...'. Below this is a banner with the text 'UPRM CAEP Council for Accreditation of Educator Preparation (CAEP)'. A secondary navigation bar includes links for 'Home', 'NCATE 2010', 'CAEP Program Quality Data', 'Candidate Performance Data', 'Agriculture Education', and 'Reports'. A third bar lists 'Research and Expertise Across UPRM', 'CAEP-UPRM Training', 'Outreach Programs', 'TPP Documents', and 'UPRM CAEP Self-Study Program Impact'. The main content area features a large 'Welcome CAEP Visiting Team Aug. 13 - 15, 2017' graphic. Below this is a link for 'UPRM CAEP Self-Study' and the website 'caepnet.org'. A paragraph explains the CAEP's mission to ensure EPPs prepare and graduate future teachers who know the content they will teach, know how to teach that content effectively to students from diverse groups, and demonstrate their positive impact on P-12 student learning. At the bottom, there is a section for 'Practice Centers' with a legend for 'Urban/Rural' (Green for Rural, Blue for Urban) and a search box labeled 'Centros de Practica'.

The screenshot shows the 'UPRM CAEP Self-Study' page. At the top, there is a navigation bar with links for 'UPRM CAEP', 'EPP Overview', 'Standards & Evidence', 'Cross-cutting Themes', 'Selected Improvement Plan', and 'Self-Study Report Addendum'. The page features the UPRM logo and the CAEP logo. The main heading is 'UPRM CAEP Self-Study'. Below this is a paragraph: 'CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.' A green box contains a note: 'For access to password protected pages - Email cruise@uprm.edu with subject "Self-Study Access Code".' Below this is a navigation bar with links for 'EPP Overview', 'Standards & Evidence', 'Cross-cutting Themes', 'Selected Improvement Plan', and 'Self-Study Report Addendum'. A list of topics is shown: 'Context & Unique Characteristics', 'Description of Organizational Structure', 'Vision, Mission, Goals', 'EPP's Shared Values & Beliefs for Educator Preparation', and 'Tables'. A photograph of a classical building entrance is shown. To the right of the photo is a paragraph: 'Established in 1911, UPRM has evolved into a comprehensive institution with over 50 undergraduate and 35 graduate programs in Engineering, Agricultural Sciences, Arts and Sciences, and Business Administration. The Teacher Preparation Program under the Dean of Academic Affairs, the College of Arts and Sciences, and the College of Business Administration share responsibility for initial teacher preparation in 12 subject areas. The Department of Agricultural Education in the College of Agriculture is responsible for all aspects of agriculture teacher preparation.' A green button labeled 'Download Self-Study Report' is at the bottom right.

UPRM TPP Teacher Candidates - Who are they?

Future teachers are from your departments

2013-16

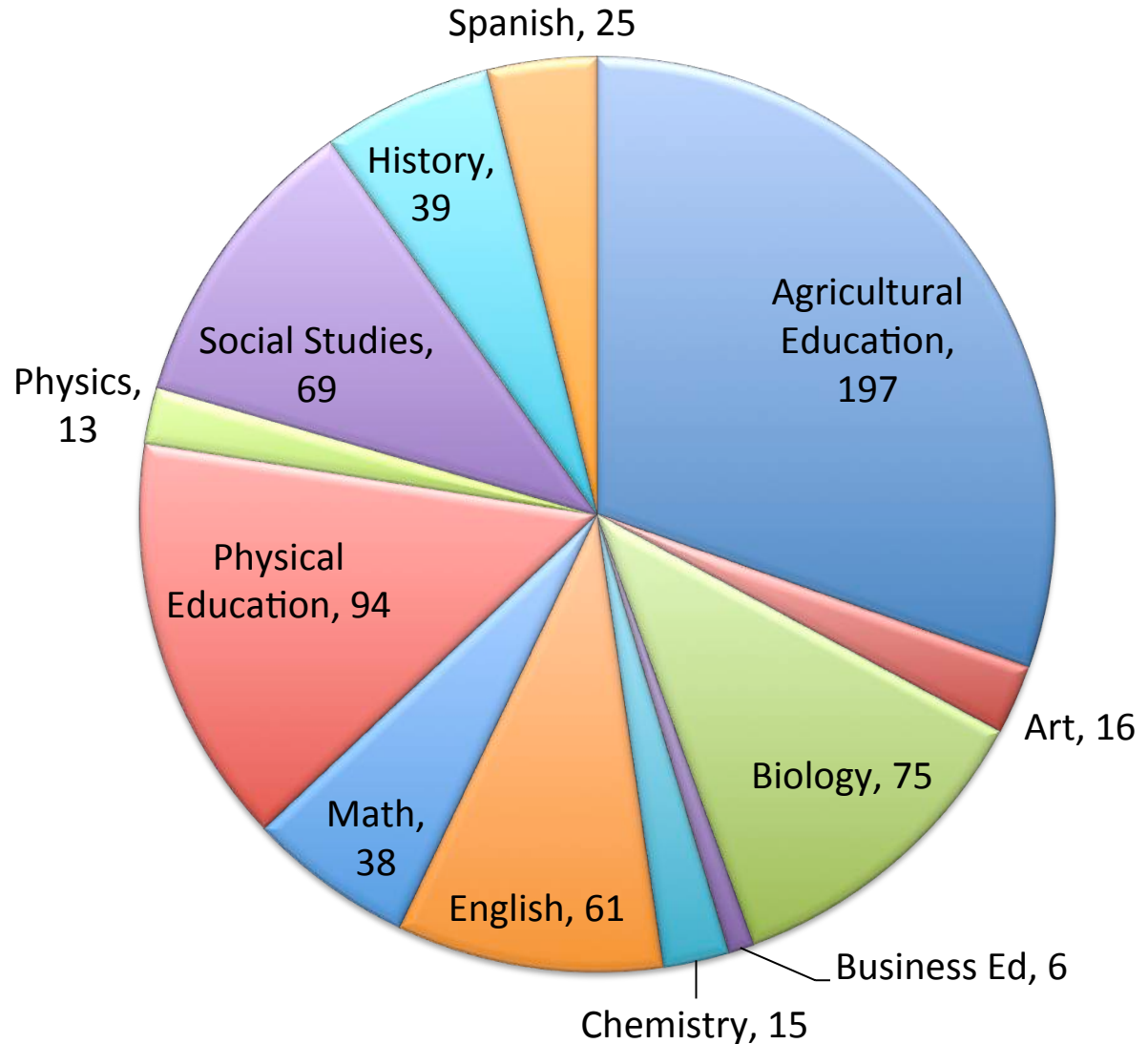
2015-16: 228

2014-15: 200

2013-14: 220

TOTAL: 648

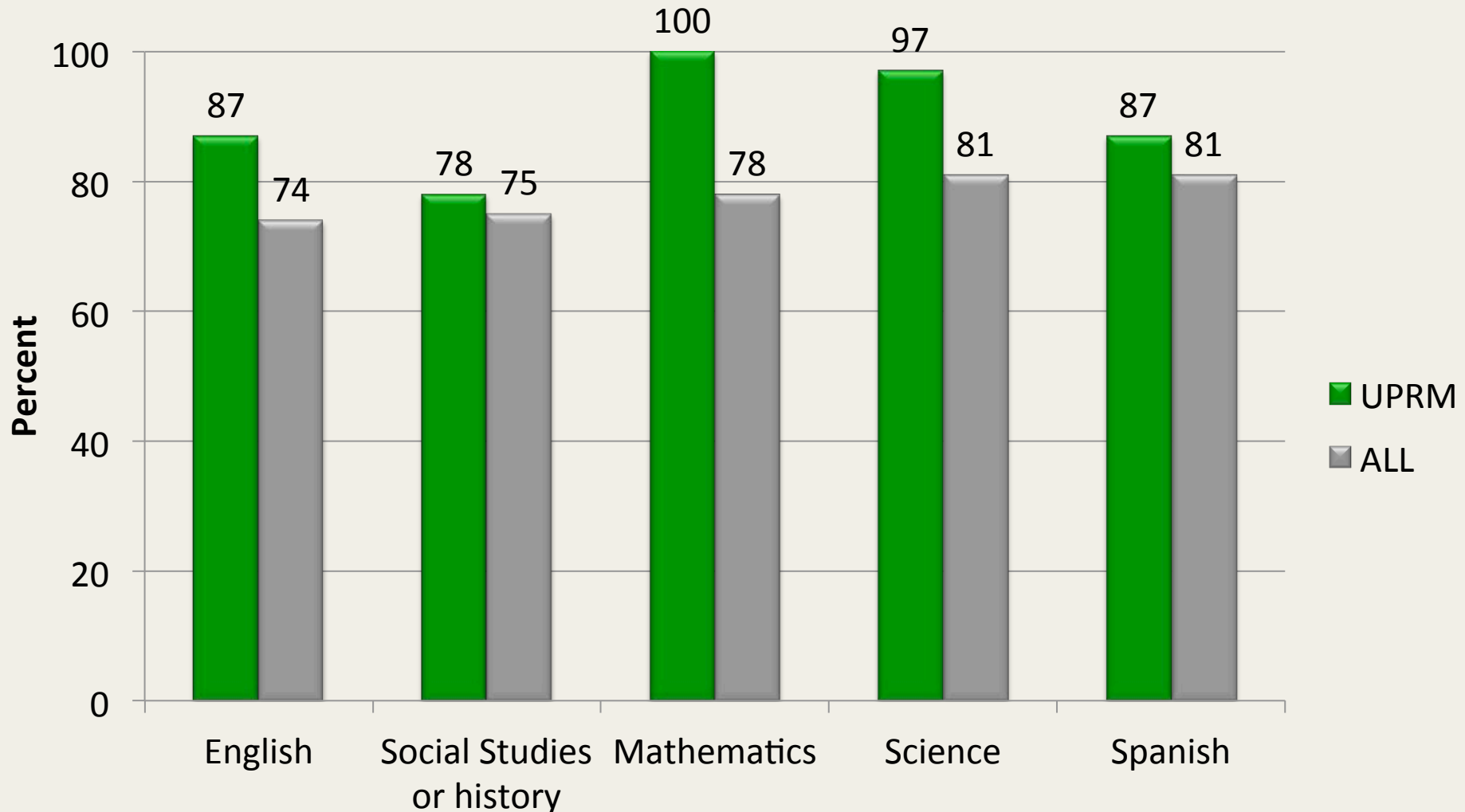
Students with 6
or more
Education
Courses,
Methodology
and Practice



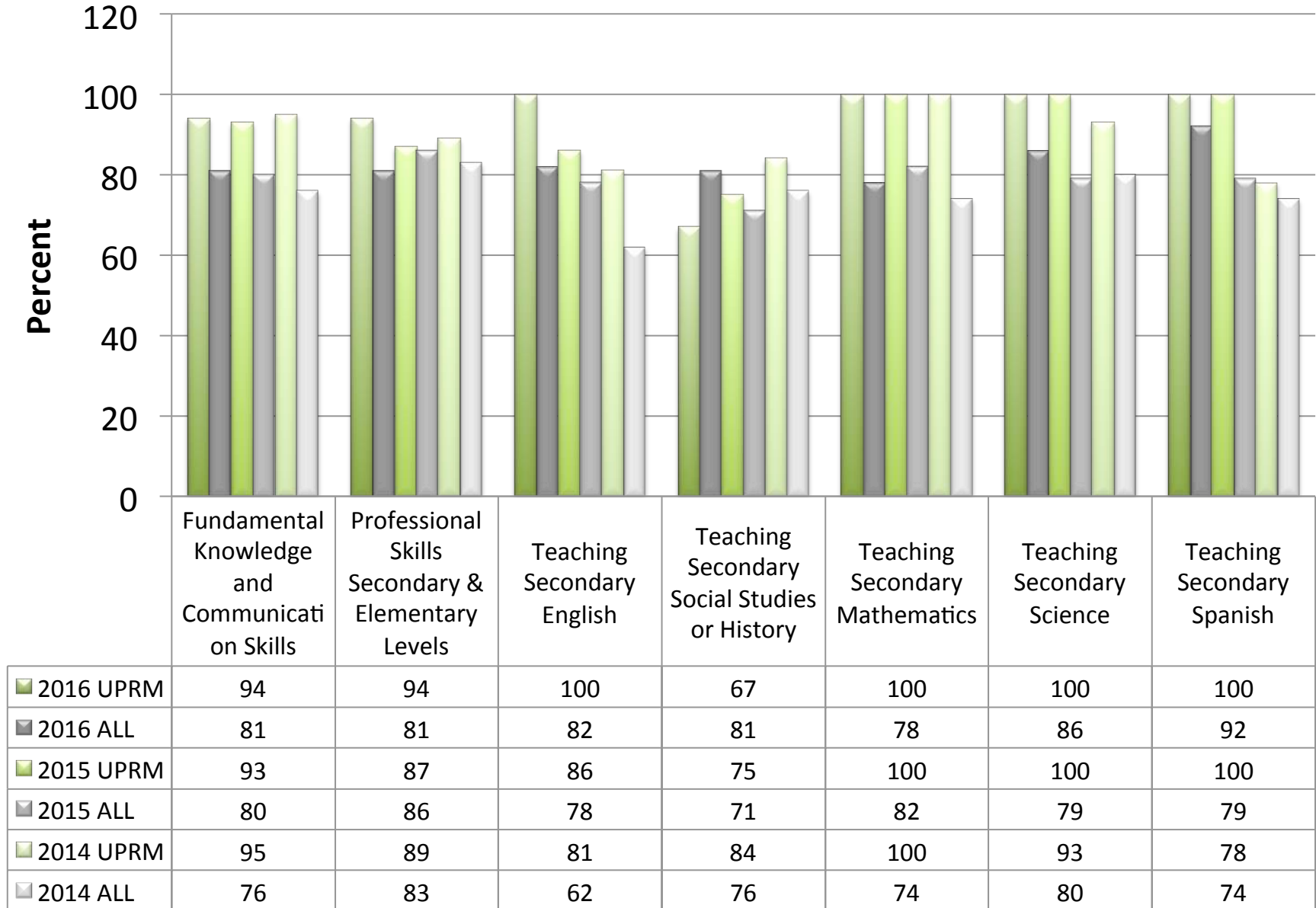
How do they do on certification exams?

They rock

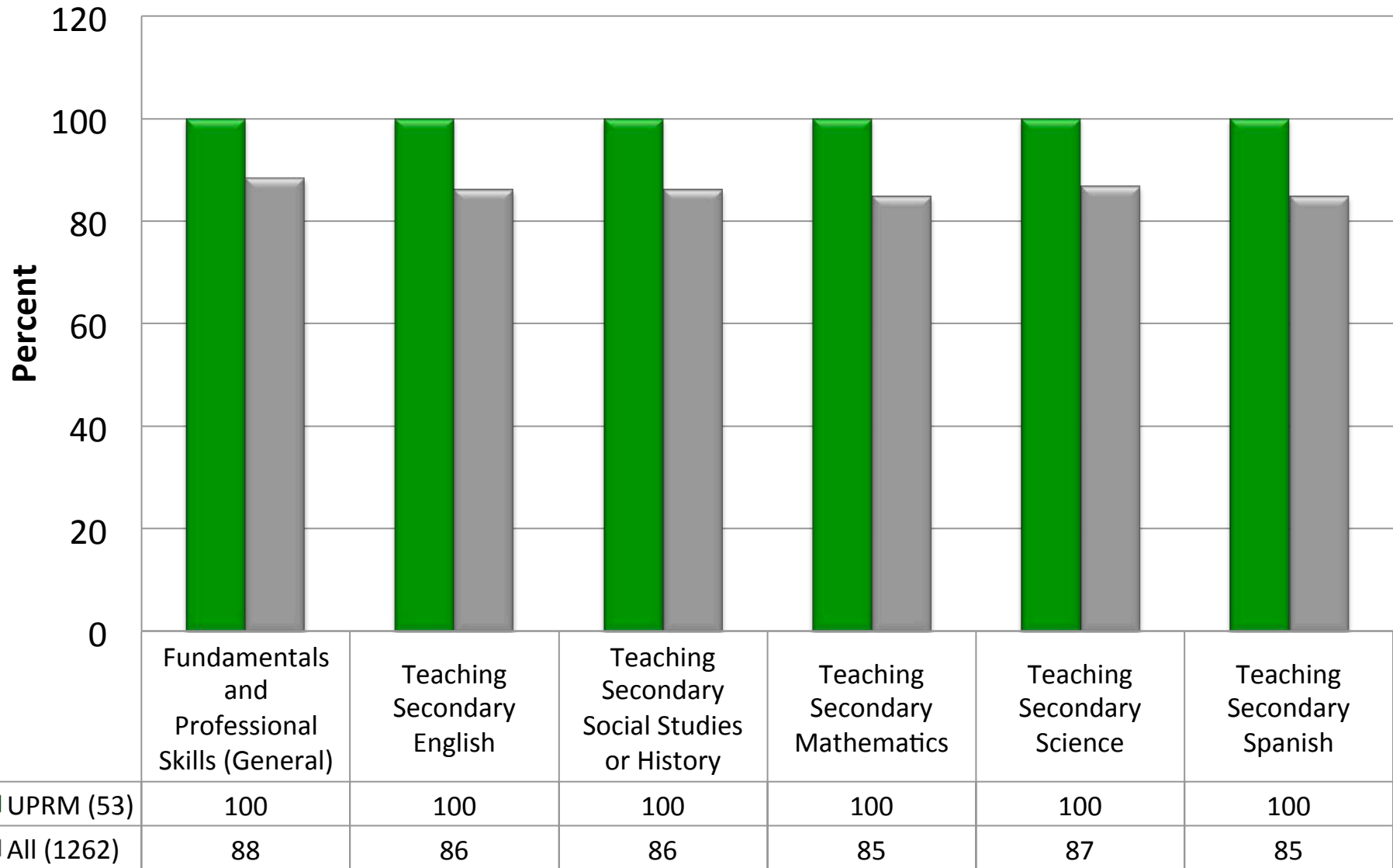
PCMAS Teacher Certification Results Teaching Secondary Specialties 2014-2016



Performance on PCMAS Teacher Certification Results 2014-2016



Performance on PCMAS Teacher Certification Results 2017



Are there teaching positions for them?

2014-17

Recruitment	Private Schools	Requests by Licensure Area
<p>Traditional and Special recruitment from Department of Education</p> <p>Job Fairs from:</p> <p>Westchester County, NY (2017)</p> <p>New Haven, CT (2017)</p> <p>Volusia County Schools, Florida (2016-2017)</p> <p>Tyler ISD, Dallas Texas (2016)</p> <p>Portland, Oregon (2015)</p> <p>New York, NY (2015)</p> <p>Dallas, Texas (2014)</p> <p>Pennsylvania (2014)</p>	<p>Ubuntu Escuela Ecológica Waldof, Mayagüez</p> <p>Academia Bautista, Yauco</p> <p>Academia San Agustín y Espíritu Santo, Sabana Grande</p> <p>Escuela Alternativa Aspira, Aguada</p> <p>Escuela Alternativa Aspira, Mayagüez</p> <p>Theopolis, Mayagüez</p> <p>Colegio MASIS, Añasco</p> <p>Bilingual Preparatory Aguadilla</p> <p>Perth Amboy High School</p> <p>WALKS, Mayagüez</p> <p>Academia La inmaculada</p> <p>Concepción, Mayagüez</p> <p>Escuela Alternativa Aspira, Pennsylvania</p>	<p>Biology - 4</p> <p>Physics - 6</p> <p>Chemistry- 5</p> <p>History- 2</p> <p>Social Studies- 2</p> <p>English- 9</p> <p>Spanish- 6</p> <p>Math- 12</p> <p>General Science- 3</p> <p>Environmental Science- 1</p> <p>Physical Education – 3</p> <p>Theater- 2</p>

How do administrative offices, content departments, and TPP collaborate?

Teacher Education Executive Committee

Chancellor
 Academic Affairs Dean
 Arts and Sciences Dean
 Agricultural Sciences Dean
 Business Administration Dean
 Engineering Dean
 UPRM CAEP Coordinator
 EDAG CAEP Coordinator
 TPP Director
 EDAG Director
 OIIP Director
 DEPR Teacher Liaison
 Mathematical Sciences Chair
 Physics Chair
 Content knowledge representatives

Licensure Area	Adjunct Faculty
Hispanic Studies (Spanish)	Dra. Acosta
Business Administration	Dra. Aponte
History	Profa. Barbot
Physical Education	Dra. Fernández Dr. Cordero Dra. Figueroa Dra. Rodríguez Dr. Padovani
Math Education	Dra. Rivera Dra. González
English	Dra. Román Dr. Irizarry Profa. Rivera Profa. Toro
Theater	Dra. Maldonado

How do administrative offices, content departments, and TPP collaborate?

Teacher Education Assessment Board

Assessment Board Director

TPP Director

Students Affairs Officer TPP

AgEd Director

Content Liaison Professor

Physical Education Program Liaison

Office of Institutional Research and Planning (OIRP)

TPP Liaison Professor

Math Education Program Liaison

UPRM CAEP Institutional Steering Committee

Standard # 1 - Math Dpt., TPP

Standard # 2 – TPP, EDAG & PE

Standard # 3 - TPP, EDAG & PE

Standard # 4 - TPP

Standard # 5 - TPP

Assessment Liaisons - TPP, EDAG & PE

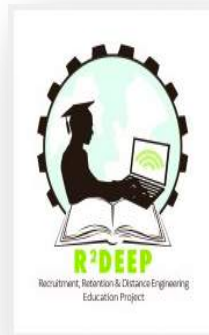
Cross Cutting Team Technology - TPP

Cross Cutting Team Diversity – English Dpt.

How does the UPRM and K-12 schools and community partnership work?

Departmental projects that impact future teachers or P-12 education

- Clubes 4-H
- CUA
- AFAMaC Ciencias
- AFAMaC Matemáticas
- Olimpiadas Matemáticas PR
- AVirMat
- Mayawest Writing Project
- Science on Wheels - GLOBE
- CREST - UPRM
- R²DEEP
- CAAMp Abilities



How are candidates recruited and selected to maintain quality?

- 3.00 GPA to be in TPP
- The 2015-2016 cohort of 63 had an average admission index of 3.66, a specialization index of 3.69, and a professional index of 3.67 and they completed their bachelor's degree with a general GPA of 3.25.

Unit Operations Data	Program Quality Data	Candidate Performance Data
<p>General Admission Index (IGS= College Board Entrance Examination Scores & High School GPA)</p> <p>Content and Education Courses & Grades</p> <p>GPA</p> <p>Certification Tests Results (PCMAS)</p> <p>Faculty evaluations:</p> <p>-University Faculty</p> <p>-Clinical School Faculty</p> <p>Course offerings, demand and enrollment</p>	<p>Faculty demographic and evaluation data :</p> <p>-University Faculty</p> <p>-Clinical School Faculty</p> <p>Certification Tests (PCMAS)</p> <p>PCMAS Survey</p> <p>End of Program Surveys</p> <p>Alumni surveys</p> <p>Employer surveys</p> <p>Candidate Demographics</p> <p>Field and Clinical Experiences (hours)</p> <p>Program Impact Study</p>	<p>Transition Points Data:</p> <p>Content and Education Courses & Grades</p> <p>GPA</p> <p>Entrance Interview</p> <p>Educational Philosophy Essay</p> <p>Field and Clinical Observations</p> <p>Progression Interview</p> <p>Electronic Portfolio with</p> <p>Teacher Candidate Work Sample</p> <p>Exit Interview</p> <p>Certification Tests (PCMAS)</p>

How are candidates recruited and selected to maintain quality?

Transition Points: TPP

Program	Transition Point #1: Entrance to the Teacher Preparation Program	Transition Point #2: Enrollment in Theory and Methodology Course	Transition Point #3 : Admission to Teaching Practice	Transition Point #4 : Program Completion	After program completion
Initial Secondary Education in: - Mathematics -Physical Education (P-12) -Physical Sciences -Arts (P-12) -Biology -Business -Education -Chemistry -English -History -Social Studies -Spanish	UPRM sets a minimum admission IGS* for each program of admission according to the capacity of the program (faculty and facilities); Approve 6 credits of Foundations of Education courses with a minimum 2.50 GPA; Satisfactory completion of Individual or group Dispositions Interview	18 credits in major with grade point average of 3.0 or better overall and in their major 3.0; approve all the Foundations of Education courses (15 credits) with a minimum 3.0 GPA; 80% or higher on Rubric of Educational Philosophy Project Progression Interview	3.0 GPA in major 3.0 GPA overall; Minimal approve the education courses 3.0; 80% or higher on the Portfolio Rubric	Approve the Methodology course with a B or better; 80% or higher in the Classroom Practice Observation Instrument; 80% or higher on the Electronic Portfolio with Teacher Candidate Work Sample Rubrics Exit group interview	Follow –up surveys of graduates and employers; PCMAS Survey; Teacher Certification Tests (PCMAS- College Board)



How are candidates recruited and selected to maintain quality?

Transition Points: EDAG

Transition Point #1: Admission to the Agriculture Teacher Preparation	Transition Point #2: Complete Organization and Administration in Vocational Agriculture course	Transition point #3: Admission to Teaching Practice Courses	Transition point #4: Program Completion	After Program Completion
<p>Minimum IGS* for Ag Ed program 255;</p> <p>Satisfactory completion of Writing Skills and Teaching Dispositions Test (<i>Prueba de Redacción Escrita y Disposición al Magisterio</i>)</p> <p>Group Interview</p>	<p>12 credits in required Agricultural Education courses, with 3.0 GPA or higher;</p> <p>Pre and post diagnostic in Organization and Administration in Vocational Agriculture (EDAG 4007); Less than 70% on the post diagnostic test must participate in career counseling, a remedial program or a tutoring program.</p>	<p>3.0 GPA in major;</p> <p>3.0 GPA overall;</p> <p>Satisfactory completion of Interview;</p> <p>Satisfactory completion of portfolio and rubrics.</p>	<p>Approve EDAG 4018-Student Teaching;</p> <p>Student teaching evaluation rubrics;</p> <p>Portfolio including evidence of lesson plans, evaluation tools such as, exams, quizzes, assignments, reflective essays, self-evaluation report, cooperative teacher evaluations, attendance records, and research written papers.</p>	<p>Follow –up surveys of graduates;</p> <p>PCMAS Survey;</p> <p>Teacher Certification Tests</p> <p>(PCMAS-College Board)</p> <p>Program Impact Case Study Plan</p>



What is UPRM's impact on alumni teachers (student learning)?

Program Impact Mixed Method Research

School selected

6 Schools

Participants

8 Teachers
(UPRM alumni)

6 School
Directors

16 groups of
K-12
students

Data Collection
Instruments &
Protocols

- TWS analysis of student learning
- TPP Classroom Observation Rubric
- TPP Interview Protocol
- TPP Alumni Survey*

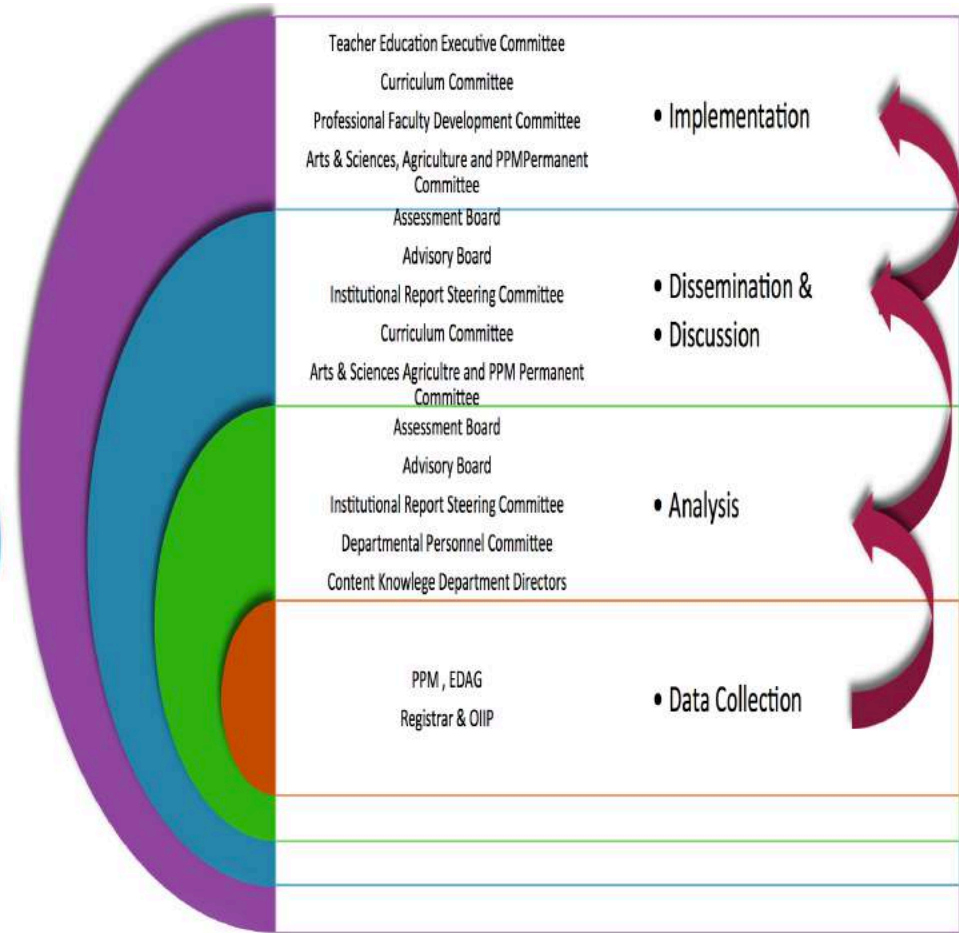
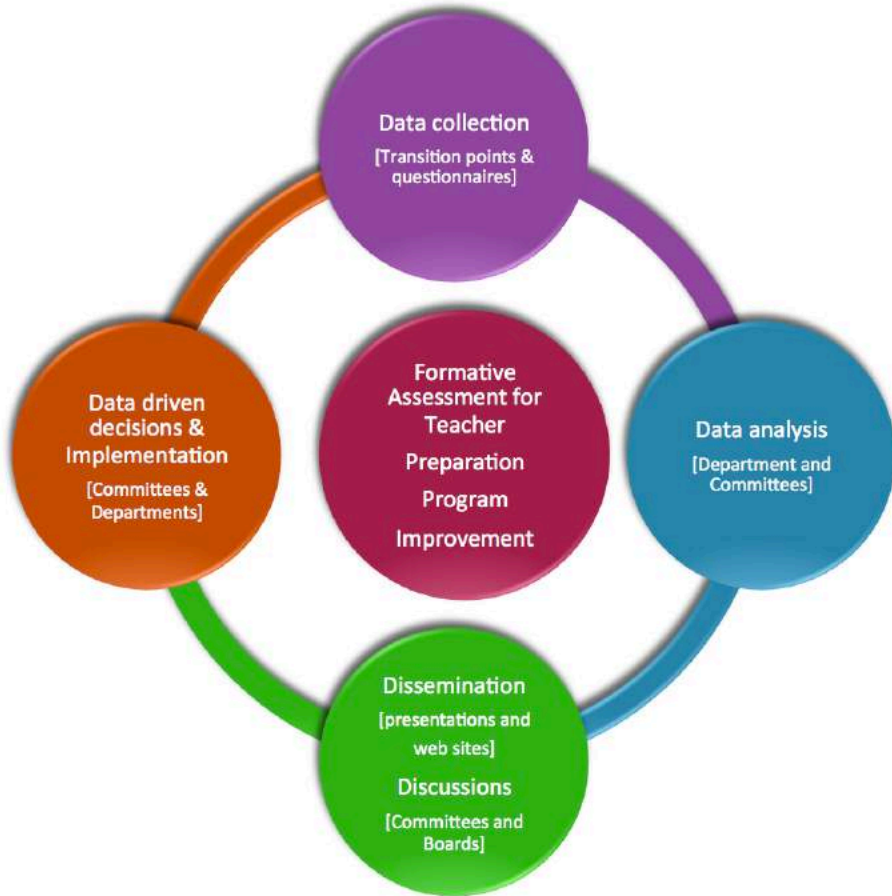
- TPP Interview Protocol
- TPP Employer Survey*

- Tripod Survey
- Pre-Post Subject Test

* Surveys were send to recent (< 6 years) alumni and their directors

How does UPRM assure quality and capacity while improving continuously?

Unit Formative Assessment Model



How does UPRM integrate **technology** across all areas?

- Electronic Portfolios with Teacher Candidate Work Sample (TCWS).
- Integration of apps, videos (created by future teachers from the Internet) in courses.
- UPRM offers flipped, on-line & hybrid courses.
- *Centro Recursos Educación a Distancia (CREAD)*



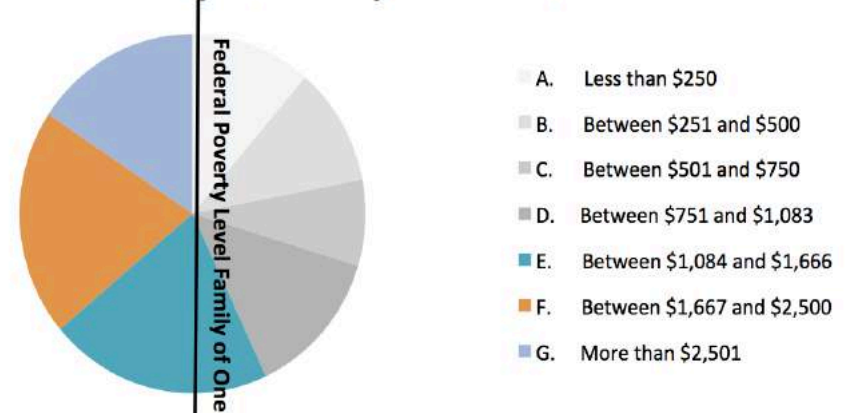
How does UPRM ensures **diversity** across all areas?

PCMAS Survey Questions about Candidate Background

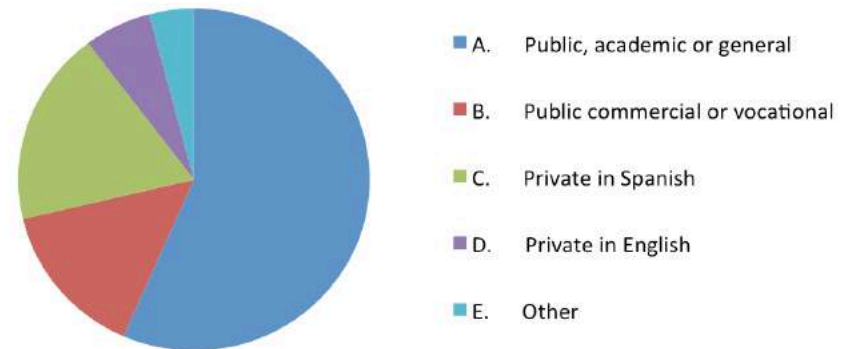
- Teacher candidates come from various academic areas across the university and from different socio economic backgrounds.
- Courses like Nature and Needs of Exceptional Children, Methodology, and Clinical Practice provide multiple experiences in service learning activities and observing different classes, grade levels, proficiency levels at different practice centers.
- Professors and peers from diverse ethnicities and cultures.
- UPRM has more than 22 Outreach Educational Programs in which UPRM students take active roles.

Mark your immediate family's monthly income.

Family's Monthly Income UPRM

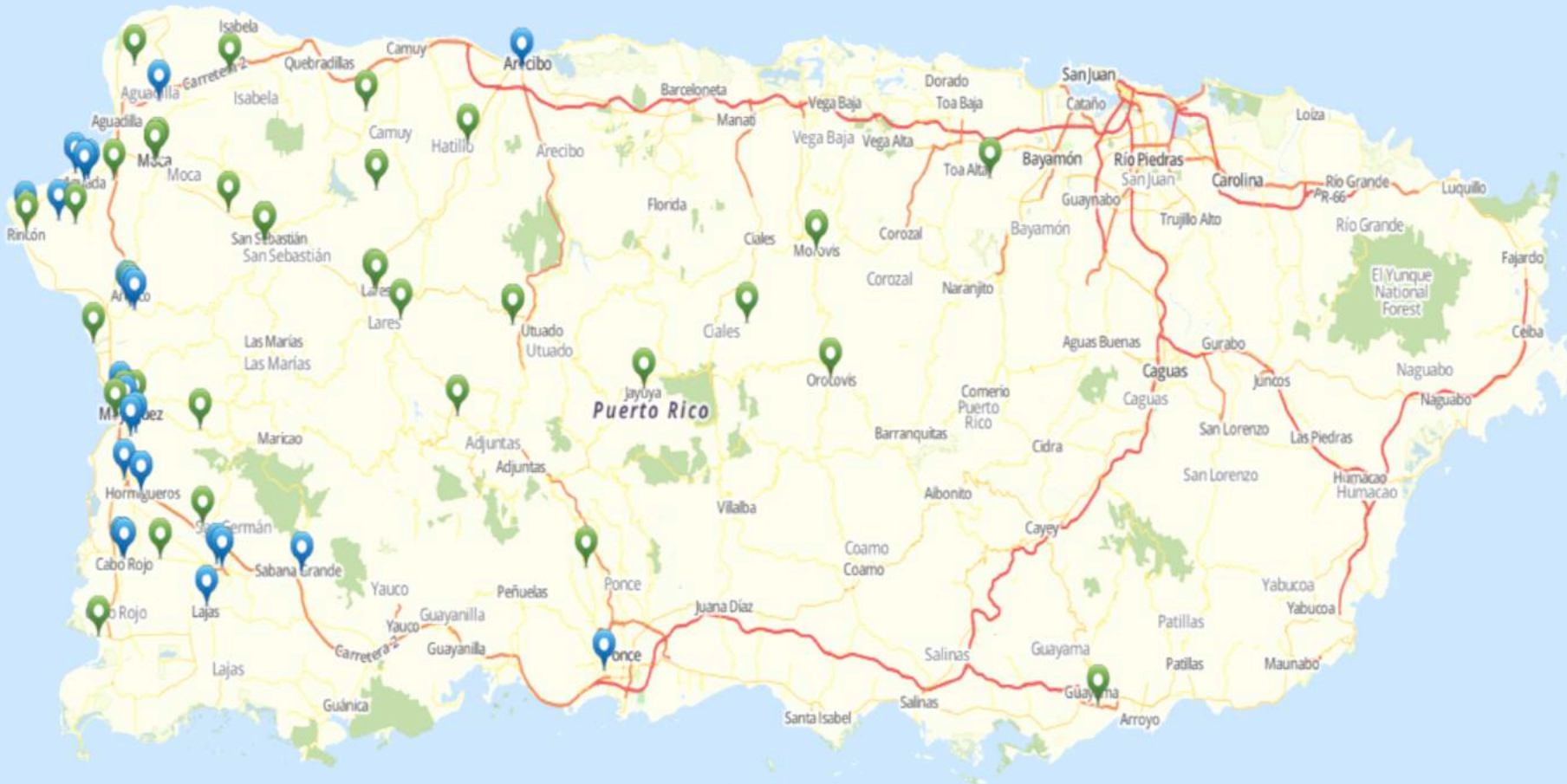


High School Type UPRM



School Zone Map

Clinical Experience Centers



How can you help keep this accreditation? Be aware of the CAEP Accreditation Process

2016

2017

Call for
comments

CAEP
Feedback

Site visit with
CAEP
Accreditation
Visitor Team

September

October

December

April

13-15 August

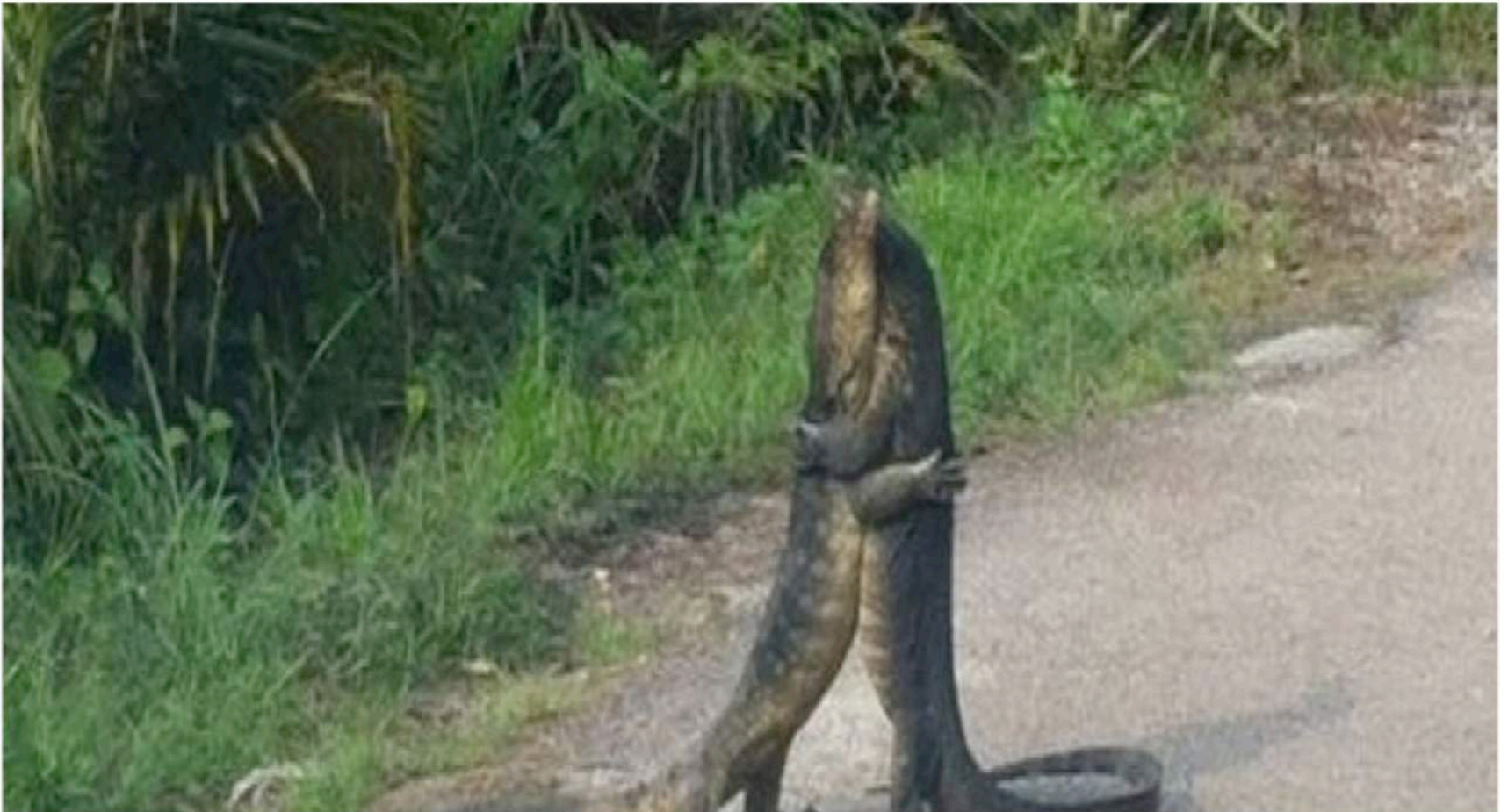
Self-Study
Report
including
Selected
Improvement
(SI) Plan &
Formative
Feedback
Report

SI Self Study
Addendum



EXCELLENCE IN
EDUCATOR PREPARATION

All our programs will come out stronger with greater collaboration from this process



Hoping for a brighter future...

Thank you for being part of the challenge to continuously
improve UPRM and its
Teacher Preparation Programs

