

# Self-Study Report

## Selected Improvement (SI) Pathway

### UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS

P.O. Box 118

Mayaguez, PR 00681

March 11, 2018 12:00 a.m.

**Type of Visit:**

First visit - Initial Teacher Preparation

First visit - Advanced Preparation



# CAEP Self-Study Report for SI Pathway

## I. EPP Overview

### a. Context and Unique Characteristics

The School of Education, Humanities, and Psychology, a unit of the Vice Presidency for Academic Affairs at Antillean Adventist University (AAU), reports to this Vice Presidency regarding accreditation and certification of the Teacher Preparation Program. The Institution belongs to the Seventh-day Adventist Church educational system and forms part of a consortium of 13 universities in Latin America, the Caribbean and, of 101 sister institutions around the world. AAU is located in Mayagüez, Puerto Rico. AAU was established in Mayagüez in 1961, as a result of a restructuring of universities institutions by the Antillean Union of Seventh day Adventist System. The purpose was to develop new educational opportunities for the youth of Cuba, the Dominican Republic, and Puerto Rico. The AAU received its first license to operate in 1970 from the Council of Higher Education of Puerto Rico and its accreditation in 1978 from the Middle States Commission of Higher Education. AAU is part of Puerto Rican Union of Seventh-day Adventist (with central offices in Mayagüez, PR) and the Interamerican Division (with headquarters in Miami, FL). The University received accreditation from the Adventist Accreditation Association (AAA) of the General Conference of Seventh-day Adventists. The University is also a member of the Association of Private Colleges and Universities of Puerto Rico and the American Council on Education. AAU offers undergraduate degrees in the areas of Business Administration, Science and Technology, Nursing and Cardiopulmonary Sciences, Religion, Education, History, and Psychology. At the graduate level offers MA in Education. In 2013, the faculty profile consisted of 6 tenured-track professors and 13 contract instructors. For 2014-15, we had 5 tenured-track professors and 15 contract instructors. In 2015-16, we had 8 tenured-tenure-track professors and 7 contract instructors. In 2013, the enrollment of the TPP was o 92 students (59 Female and 33 Male); for 2014-15 it was of 71 students (85 F and 14 M), and for 2015-16 it was 125 students (97 F and 28 M).

### b. Description of Organizational Structure

The Teacher Preparation Program (TPP) is based on the Regulations for the Classification of Teacher Preparation Programs in Puerto Rico, in compliance with the requirements of the Title II Program, and Sections 207 and 208 of the Higher Education Law. It offers 11 programs at the undergraduate level and eight programs at the graduate level. Three programs are for elementary majors, two are K-12, and the other six are for secondary majors. The program prepares teacher candidates in elementary education, special education, physical education (K-12), and ESL K-6 . Secondary teacher candidates are prepared in biology, history, English, mathematics, religion, and Spanish. TPP has 8 qualified professors: 50% of whom possess doctoral

degrees and 50% hold master's degrees. The School works in collaboration with other faculty who contribute to the preparation of future teacher candidates. Adjunct faculty are employed when necessary. The TPP organizational structure includes a Dean, a coordinator for field experience, a director for TPP, and one coordinator for each of the following concentrations: special education, physical education, elementary education. For secondary education, there is a coordinator for each of the following concentrations: biology, history, English, mathematics, religion, and Spanish. There are various committees: Faculty and Personnel, TPP, Accreditation, and Unit Assessment, among others. The Unit Assessment Committee is composed of cooperating teachers from private and public schools and faculty from the Teacher Preparation Program.

c. Vision, Mission, and Goals

Vision

AAU aspires to be recognized for teaching Adventist Christian values, the excellence of its academic program, and its emphasis on service.

Expanded Vision

Spirituality - AAU is where the knowledge of God is reaffirmed and religious experience is valued.

Excellence - AAU cultivates institutional effectiveness and offers a high quality education that meets the expectations and needs of the student body.

Service - AAU encourages the development of an altruistic attitude that inspires empathy, compassion, and results in a better quality of life for the church and the world.

Mission Statement

AAU promotes comprehensive training of competent professionals, committed to serving God and humanity.

A. The Mission of the School of Education

The mission of the School of Education at AAU is aligned with the Institution's values of spirituality, excellence, and service. It seeks to prepare wholistic competent educators both at the undergraduate and graduate levels to serve a pluralistic society and the Seventh-day Adventist Church.

A. Goals of the School of Education

a. Facilitate the comprehensive development of effective Christian school

professionals as servant-leaders in their communities.

b. Offer quality programs that meet the expectations of the learner, the Department of Education of Puerto Rico, and accrediting agencies.

#### B. Objectives of the School of Education

1. Offer excellent programs that develop candidate's knowledge, skills, and professional dispositions as a caring person, knowledgeable -facilitator of learning, a reflective decision maker, and collaborative and committed professional.

2. Facilitate field experience to translate theory into practice thus being better prepared as a future teacher.

3. Fulfill standards and expectations of regulating and accrediting agencies to achieve total quality undergraduate and graduate programs through an assessment system.

#### d. EPP's Shared Values and Beliefs for Educator Preparation

##### A. AAU Educational Philosophy

The educational philosophy of AAU is based on the premise that since human beings were created in the image of God, they should be treated with equality without discrimination based on age, sex, race, nationality, creed, or social position.

Based on this relationship between mankind and the Creator, the education offered by our teachers is defined as an integrated process that encompasses all facets of the human personality and prepares the student for the present life and the life to come. It touches the spiritual, moral, intellectual, physical, social, and professional aspects of the human being.

We understand that the student's academic preparation should be offered in a Christian context; and, as the Word of God, the revelation of God, the foundation of Christian faith and the primary source of knowledge, wisdom, and truth; the education we provide is guided by the Christian conception of the human being. This perspective values the person and understands that he or she should submit to the Creator through faithful obedience to His Word and acceptance of Christ as the Son of God and Savior of the world.

Furthermore, it establishes that the education we offer is an dynamic process that responds to some social changes. In this way, it prepares the person to be an agent of change, motivated by Christian values, and a facilitator in a complex world. The University is greatly interested in providing the student with the opportunities necessary to acquire a wide knowledge in different areas of learning and to develop his or her critical and analytical thinking skills.

Within this philosophy the professor is not merely a facilitator of knowledge, although this may be important, but communicates God's truth along with the

arts and sciences. He or she understands that the principle objective is to develop in the student a balance between the cognitive and the spiritual so that the student can better serve God and the community.

#### B. School of Education Philosophy

The philosophy of the School of Education is based on the biblical perspective that human beings were created in the image of God but as a result of sin their likeness to God was marred. This philosophy recognizes that the object of education is the object of redemption and restoration of the individual that is, having a saving relationship with Christ and restoring the image of the Creator. Thus the work of education is developing the whole person physically, mentally, spiritually, and socially. It prepares for the present and future life particularly for a life of service.

The undergraduate and graduate education programs are founded on the assumption that there is a critical body of knowledge and practice for the profession of teaching. Also that the biblical perspective should be integrated in all subject-matter.

e. Is the EPP regionally or institutionally accredited?

- Yes
- No. the EPP is ineligible for regional/institutional accreditation or such accreditation is not available

**EPP is regionally or institutionally accredited**

a. If your institution/EPP is regionally accredited, please upload a PDF copy of the award of regional accreditation here. If your institution/EPP is NOT regional accredited, please move to the next page.

Q92354_CEPR_Licence_to_Operate_2015__2020.pdf
Q92354_MSCHE_STATATEMENT_ACRE_STATUS.pdf
Q92354_AAA_ACREDITACION_20142019.pdf

See Attachment panel below.

**Table 2. Program Characteristics**

a. Complete this table of program characteristics by entering the information requested for every program or program option offered by the EPP. Cross check the list with the programs listed in the EPP's academic catalog, if any, as well as the list of state-approved registered programs, if applicable. Site Visitors will reference this list in AIMS during the accreditation review process.

Name of Program/specialty area	Enrollment in current fall cycle	Enrollment in last fall cycle	Degree, certificate or licensure level	Method of Delivery	State(s) which program is approved	Date of state approval(s)	Program Review Option  (National Recognition, state-only, or Program Review with Feedback)
Bachelor of Arts in Elementary Education with concentration in Primary Education (K-3)	25	27	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
Bachelor of Arts in Elementary Education with a concentration in Elementary Education (4 - 6)	5	5	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
3- Bachelor of Arts in Elementary with a concentration in English (K-6)	14	10	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
Bachelor of Arts in Secondary Education with a concentration in English	16	9	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
Bachelor of Arts in Secondary Education with a concentration in Biology	5	0	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
Bachelor of Arts in Secondary Education with a concentration in History	10	10	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
Bachelor of Arts in Secondary Education with a concentration in Mathematics	6	6	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
Bachelor of Arts in Secondary Education with a concentration in Spanish	10	10	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
Bachelor of Arts in Secondary Education with a concentration in Religion	11	7	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
Bachelor of Arts in Education with							

a concentration in Physical Education (K-12)	16	17	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option
Bachelor of Arts in Special Education with an Emphasis in Learning Disabilities	13	15	Bachelor	face-to-face	Puerto Rico	12/23/2015	Program Review Option

### Table 3. EPP Characteristics

Complete a table of EPP characteristics in AIMS to provide an expanded profile by which the accreditation process is managed by CAEP staff. EPP characteristics are also used by CAEP staff in compiling CAEP's Annual Report to the public and used as a series of filters for dashboard comparison by the EPP itself. The AIMS version of this table, in which the data are actually entered, has drop-down menus by which characteristics are selected and the table is completed.

Control of Institution	Private/Independent
Student Body	Coed
Carnegie Class	
Location	Urban
Teacher Preparation Levels	Currently offering initial teacher preparation programs Currently offering advanced educator preparation programs
EPP Type	Hispanic Serving Institution
Religious Affiliations	Seventh Day Adventist
Language of Instruction	Spanish
Institutional Accreditation (Affiliations)	Middle States Association of Colleges and Schools Other Comment: Adventist Accreditation Association

**Table 4. Clinical Educator Qualification Table**

a. The clinical educator (EPP faculty & supervisors) qualifications table is completed by providing information for each of the EPP-based clinical educators.

Name	Highest degree earned	Field or specialty area of highest degree	Program Assignment(s)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching or administration dates of engagement in these roles
Lambo, Maritza	EdD	Education curriculum & Instruction	BA Secondary	Dean of the EPP, teaching foundation, professional & concentration courses	Science Teacher Certificate Biology Teacher Certificate Director (k-12) Certificate	Classroom teacher in secondary Science from 1992 - 2001 Assitant Academic Supervisor from 1997 - 2001 School director from 2001 - 2010 Dean of Education School from 2011 to present
Marquez, Adabel	MA	Education curriculum & Instruction/Special Education	Special Education	EPP teaching concentration course	Special Education Curriculum Specialist in Special Education Special Education Facilitator	Special Education Facilitator from 2008 to present Classroom teacher in Elementary Education from 2006 - 2007 Special Education Consultant from 1996 - 1998 Classroom teacher in Elementary Education from 1990 - 1994 Classroom teacher - Secondary/ Spanish from 1988 - 1990
Graniela Segundo	MA	Education curriculum & Instruction	BA Physical Education	EPP teaching foundation, professional &	Physical Education Teacher Certificate School health certificate	Classroom teacher in Elementary from 1989 - 1990 Classroom teacher in Secondary from 1974 - 1980
Lorenzo, Carmen	MA	Education curriculum & Instruction/ Spanish	Teacher Practicum	EPP teaching foundation, professional & concentration courses	Spanish Teacher Certificate	Classroom teacher Secondary/ Business & Spanish from 2008 -2014 Classroom teacher Secondary/ Business & Spanish from 1999 - 2008 School Office Administrator from 1983 - 1999
Estévez, José	MA	Education curriculum & Instruction/ Physical Education	BA Physical Education	Swimming teacher	Physical Education Teacher Certificate	Classroom teacher 1996 to present
Rodriguez,		Education	Professional	EPP teaching	k-3 Teacher Certificate Special education k-3	Classroom teacher

Merceli	MA	curriculum & Instruction	course of the EPP.	professional courses	Teacher Certificate ESL Teacher Certificate.	P-6 from 2008 - 2013
Fernández, Pedro	PhD in Clinical Psychology	Psychology	Psychology teacher	EPP teaching professional courses	None	Classroom teacher Secondary from 1980 - 1997
Le Duc, Lori	MA	Education curriculum & Instruction/ESL	BA ESL (k-6), BA ESL	EPP teaching foundation, professional & concentration courses	None	Classroom teacher 1- 6 / ESL from 2002 - 2005 Classroom teacher 3er Inmersion Homeroom all subjects, except spanish and music from 2005 - 2011
Maduro, Milca	EdD	Education curriculum & Instruction	EPP professional courses & Accreditation Coordinator	EPP teaching professional courses & accreditation coordinator	None	Classroom teacher in Secondary/ History from 2004 - 2005 Classroom teacher in Elementary from 2001 - 2002 Classroom teacher in Elementary from 1993 - 1997 Classroom teacher in Secondary/ History from 1987 - 1990
Morán, Roberto	PhD in Clinical Psychology	Psychology	Psychology teacher	EPP teaching foundation courses	None	Classroom teacher in Secondary/ Bible & History from 2009 - 2013
Olivencia, Yanitza	MA	Comercial Education. Distance Learning & Technology	EPP professional courses	EPP teaching professional courses	None	None
Pérez, Marilyn	MA	Education Administration & Supervision	BA Elementary (k-3)	EPP teaching professional & concentration courses	None	School director from 2000- 2001 Classroom teacher (P -k) all subjects from 1996 - 2000 Classroom Elementary teacher from 1991 - 1996
Rodriguez, Doris	EdD	Education curriculum & Instruction/Special	Special Education	EPP teaching concentration courses	Special Education Curriculum Specialist in Special Education Special Education Facilitator	Classroom teacher - Secondary/ Spanish from 2010 - 2011 Classroom Special Education from 2005 - 2006 Classroom teacher- 4 - 6 from 2003-2005
Rodriguez, Lizaira	MA	Education curriculum & Instruction/ Spanish	BA Secondary Education /Spanish	EPP teaching concentration courses	None	Classroom teacher Secondary/Spanish from 2008 - 2013
Cortés, Pedro	PhD in Clinical Psychology	Psychology	Psychology teacher	EPP teaching foundation courses	None	None

Upload the clinical educator qualifications table, if not provided in the previous table.

**Table 5. The Parity Table**

a. The parity table of curricular, fiscal, facility, and administrative and support capacity for quality is used to satisfy requirements of the U.S. Department of Education and is completed by providing data relevant for the EPP and making a comparison to an EPP-determined comparative entity. The comparative entity might be another clinical EPP within a university structure, a national organization, the college or university as a whole or another entity identified as a benchmark by the EPP. Again, this chart offers an example of how the chart might be completed.

Capacity Dimension	EPP description of metric(s)	EPP data	Comparative entity data	Title and description of supplemental evidence/documentation of quality for each dimension
Facilities	5 classroom and dedicated facilities, including a lab. Physical Education Classrooms and the Gym services	School of Education with an enrollment of 131 supported by 15 faculty  8 classroom 1 skills lab 1 Language lab 5 faculty offices 1 administrative offices and 1 conferences room	School of Nursing with an enrollment of 657 supported by 15 faculty, 13 faculty offices, 1 administrative office and 1 skill lab office 2 secretary offices and one conference room	Campus map. It includes Education and Nursing localization.
Fiscal Support	Annual Budget	Annual Budget	Annual Budget	Budgets for education and nursing - Copies
Administrative support	Annual Budget	Dean - Office Asst. Practicum Coordinator -  History Coordinator - English Coordinator- Spanish Coordinator- Assessment Coordinator	Dean Director 1 Coordinator 8 Professors full-time 7 Professors part-time 5 Skill lab instructors 20 Clinical instructor	Organizational Charts: Nursing School & EEHP School
Candidate support services	List of services Annual Report on candidate evaluation of support services	Credit for military training. Dedicated point of contact for support services for veterans, military servicemembers and their families. Credit for life experiences Advanced placement (AP) credits. Study abroad Weekend/evening college Teacher certification. Remedial services Academic/career counseling services Employment services for current students. Have our own library. Tuition payment plan. Distance education Undergraduate & Graduate. Disability Service. Housing & meal plans services.	Credit for military training. Dedicated point of contact for support services for veterans, military servicemembers and their families. Credit for life experiences Advanced placement (AP) credits. Study abroad Weekend/evening college Teacher certification. Remedial services Academic/career counseling services Employment services for current students. Have our own library. Tuition payment plan. Distance education Undergraduate & Graduate. Disability Service. Housing & meal plans services.	IPEDS - Institutional characteristics

Candidate feedback, formal and informal	Surveys and complaint policy	Faculty & Program evaluations for students.	Faculty & Program evaluations for students.	Aggregated Summary of Students Responses FA - 15. Aggregated Summary of Students Responses SP - 16. Comparative Aggregated Summary of Students Responses FA - 15 & SP - 15.
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Upload Parity Table

**Table 6. Accreditation Plan**

a. The Accreditation Plan is an educator preparation provider's (EPP's) identification of the sites outside of the main campus or administrative headquarters and the programs offered at each site that will be included in the EPP's accreditation review. This information, in combination with the table of program characteristics, is used by CAEP staff and site visit team leads to plan the site visit, including the sites that will be visited by site team members.

Geographic Site(s) administered by the EPP	Program offered at each site	Is the program to be included in accreditation review? (Y or N)	Is the program approved by state in which program is offered? (Y or N or approval not required)	Notes/Comments
AAU Main Campus	Bachelor of Arts in Elementary Education with a concentration in Primary Education (K-3)	Y	Y	
AAU Main Campus	Bachelor of Arts with a concentration in Elementary Education (4-6)	Y	Y	
AAU Main Campus	Bachelor of Arts in Elementary with a concentration in English (K-6)	Y	Y	
AAU Main Campus	Bachelor of Arts in Secondary Education with a concentration in English	Y	Y	
AAU Main Campus	Bachelor of Arts in Secondary Education with a concentration in Biology	Y	Y	
AAU Main Campus	Bachelor of Arts in Secondary Education with a concentration in History	Y	Y	
AAU Main Campus	Bachelor of Arts in Secondary Education with a concentration in Mathematics	Y	Y	
AAU Main Campus	Bachelor of Arts in Secondary Education with a concentration in Spanish	Y	Y	
AAU Main Campus	Bachelor of Arts in Secondary Education with a concentration in Religion	Y	Y	
AAU Main Campus	Bachelor of Arts in Education with a concentration in Physical Education (K-12)	Y	Y	
AAU Main Campus	Bachelor of Arts in Special Education with an Emphasis in Learning Disabilities	Y	Y	

**Table 7. EPP Assessments**

Please list proprietary assessments used by the EPP (no more than 7):

Proprietary Assessment No.	Title of Assessment	Validity & Reliability information if available & applicable
Proprietary Assessment No.1	1. PCMAS - Licensure Test Puerto Rico Teacher Certification Exams	College Board
Proprietary Assessment No.2	2. Grades	n/a
Proprietary Assessment No.3	3. Student Teaching Rubric - Clinical Experience Assessment  FEMB 04 Daily Plan Rubric FEMB 06 Self-Assessment /Reflection CEEP 18 Monthly Teaching Practice Evaluation PEDP 01 Rubric professional development	Examined by experts, EPP Committee & Unit Assessment Committee
Proprietary Assessment No.4	4. Disposition Assessment  PEDP 03 Disposition Assessment	Examined by experts, EPP Committee & Unit Assessment Committee
Proprietary Assessment No.5	5. Student Teaching Practicum Evaluation  CEPP 18 Monthly Teaching Practice Evaluation CEEP 31 University Supervisor - 1st Visit Report CEEP 32 University Supervisor - 2st Visit Report	Examined by experts, EPP Committee & Unit Assessment Committee
Proprietary Assessment No.6	6. Surveys  ULIP 001 Employers survey ULIP 002 Completers survey	Examined by experts, EPP Committee & Unit Assessment Committee
Proprietary Assessment No.7		

Please map above proprietary assessments to the appropriate CAEP Standards:

	CAEP Standard 1	CAEP Standard 2	CAEP Standard 3	CAEP Standard 4	CAEP Standard 5	State
Proprietary Assessment No. 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No. 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No. 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No. 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No. 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No. 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proprietary  
Assessment  
No.7



## II. CAEP Standards and Evidence

### Standard 1: Content and Pedagogical Knowledge

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard and answer the following questions for each item.)

1  1.1.4 undergrad\_catalog\_15\_18.pdf

1.1 Understanding of InTASC Standards

1.3 Application of content and pedagogical knowledge

2 1.1.5 Program Sequentials

 ELEMENTARY EDUC 4th-6th.pdf

 ELEMENTARY EDUC ESL K-6.pdf

 ELEMENTARY EDUC PRIMARY K-3.pdf

 PHYSICAL EDUC K-12.pdf

 SEC EDUC BIOLOGY.pdf

 SEC EDUC ESL 7-12.pdf

 SEC EDUC HISTORY.pdf

 SEC EDUC MATH.pdf

 SEC EDUC RELIGION.pdf

 SEC EDUC SPANISH.pdf

 SPECIAL EDUCATION K-12.pdf

1.1 Understanding of InTASC Standards

3  1.1.7 Activity Calendar DE.pdf

1.1 Understanding of InTASC Standards

4  1.1.1 ALIGNMENT OF THE CONCEPTUAL FRAMEWORK OF THE (TPP), INTASC AND THE CAEP.pdf

1.1 Understanding of InTASC Standards

1.4 All P-12 students afforded access to college- and career-ready standards.

5  1.1.2.Syllabus Foundation Course.pdf

1.1 Understanding of InTASC Standards

6  1.1.3 General Averages in Foundational and Professional Courses.pdf

1.1 Understanding of InTASC Standards

7  1.1.6 Alignment Matter of the Conceptual Framework and the Curriculum of the Teacher Preparation Program.pdf

1.1 Understanding of InTASC Standards

8  1.1.8 Field Experience Manual.pdf

1.1 Understanding of InTASC Standards

9  1.1.9 Dispositions Assessment.pdf

1.1 Understanding of InTASC Standards

10  1.1.10 APPM Self-Evaluation.pdf

1.1 Understanding of InTASC Standards

11  1.1.12 SYLLABUS EDUC 342 Integration of Faith Values, and Learning.pdf

1.1 Understanding of InTASC Standards

12  1.1.13 EDUC 202 Introduction to the Exceptional Child and Assistive Technology.pdf

1.1 Understanding of InTASC Standards

13  1.2.1 SYLLABUS EDUC 309 Assessment in the Classroom.pdf

1.2 Use of research and evidence to measure students' progress

14  1.2.2a- SYLLABUS EDUC 470.pdf

1.2 Use of research and evidence to measure students' progress

15  1.2.2b ACTION RESEARCH.pdf

1.2 Use of research and evidence to measure students' progress

16  1.3.1 Puerto Rico Teacher Certification Exam Results 2014.pdf

1.4 All P-12 students afforded access to college- and career-ready standards.

17  1.3.2 GPA REPORT 2010 - 2013.pdf

1.3 Application of content and pedagogical knowledge

18  1.3.3 TPP ACADEMIC PROGRESS 2010-2013.pdf

1.3 Application of content and pedagogical knowledge

19  1.5.1 SYLLABUS EDUC 301.pdf

1.5 Model and apply technology standards

20  1.4.1 PR DE STANDARDS AND EXPECTATIONS AND CURRICULAR MAPS (1).pdf

1.4 All P-12 students afforded access to college- and career-ready standards.

21  1.5.2 LEARNING EXPERIENCE USING THE TECHNOLOGY IN A PRACTICAL WAY.pdf

1.5 Model and apply technology standards

22  2.1.3 MANUAL OF THE CLINICAL EDUCATIONAL EXPERIENCES PROGRAM.pdf

1.1 Understanding of InTASC Standards

23  1.1.14 COURSES OF METHODS IN EDUCATION.pdf

1.1 Understanding of InTASC Standards

24  1.1.11 Electronic Portfolio.pdf

1.1 Understanding of InTASC Standards

25 2.1.2 Memorandum Letter 2 2012- 2013.pdf

1.1 Understanding of InTASC Standards

1.5 Model and apply technology standards

- \* ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline, and by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college-and career-readiness standards.

The mission, philosophy, objectives, and conceptual framework guide and direct the program's functions, processes, and structure of the Teacher Preparation Program (TPP) of Antillean Adventist University (AAU). The emphasis is, as established in the mission, to strive to develop competent and wholistic professionals in harmony with the institution's values of spirituality, excellence, and service.

Component 1.1

Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate practice; and professional responsibility.

The Learner and learning

The Teacher Preparation Program denotes harmony between the mission, philosophy, and conceptual framework of the TPP. The conceptual framework has four core objectives: 1) be empathetic, 2) be knowledgeable and a facilitator of learning, 3) be a reflective decision maker, and 4) be a committed and collaborative professional to achieve students' wholistic development. Each one of the courses meets at least one of the objectives of the conceptual framework and are aligned to both state and InTASC standards (Evidence - 1.1.1). The foundation courses include: Philosophy of Education, Human Growth and Development, Educational Psychology, and Social Foundations of Education. These courses prepare candidates to better know the learner and the learning principles that can best be applied. (Evidence 1.1.2, 1.1.3).

The TPP strives to ensure that its candidates are involved in various experiences that facilitate content mastery of the subjects they teach, content pedagogy, skills, and the professional dispositions that will enable them to work effectively in diverse educational settings in Puerto Rico as highly competent professionals. Through field experiences, candidates are provided educational experiences in which to demonstrate their knowledge, skills, and dispositions in the competencies of the conceptual framework.

These experiences enable candidates to assess their performance as student-teachers. Field experiences provide opportunities to translate theory into practice in a real classroom/school setting.

## Content

Course content of the TPP are structured in such a way that candidates will acquire mastery of course content, the development of a wide repertoire of instructional strategies, and the development of professional responsibility. Each program is divided in the following manner: general education courses; professional courses, concentration courses, and teaching methods. Specialty courses fluctuate between 21-27 credits. Methods courses are specific to the subject matter (Evidences 1.1.4, 1.1.5, 1.1.14).

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### Instructional practice

The TPP is tied to the standards set by the State (Puerto Rico) for its operation. The State administration holds monthly meetings to report on changes or new regulations of the Puerto Rico Department of Education that impact the TPP. (Evidences 1.1.6, 1.1.7, and see 2.1.3, p. 155). Professional courses, model and develop, a variety of teaching strategies, including planning, implementation, and assessment of learning. Moreover, candidates establish interdisciplinary connections to facilitate integrated and meaningful learning. (Evidence 1.1.14) During pre - practicum and practicum student-teachers translate theory (knowledge) into instructional practice (Evidence 1.1.4).

Clinical educational experiences must follow state requirements. The clinical experience component is vital in the preparation of teacher-candidates. It requires hours of field experience and observation. The Pre-practicum requires 45 hours and the Practicum requires 200 hours of instructional practice under the supervision and monitoring of qualified cooperating teachers. Instruments used to measure the performance of each candidate are aligned with State requirements and they serve as direct and indirect measurements (Evidence 2.1.2, 1.1.8, 2.1.3)

### Professional responsibility

Different mechanisms are used to permit students to evaluate their own practices, the effect of their actions on other people, and their leadership (self-study, service activities, interdisciplinary courses, and clubs). EDUC 342 (Integration of Faith, Values, and Learning) equips candidates with strategies on how to integrate values in their lives, as well as their students. Candidates include the integration of values in their lesson plans, as well as, practice them in service activities and in microteaching. (Evidence 1.1.9, 1.1.10, 1.1.12). Candidates evidence their professional growth in their Professional Development Portfolio (Evidence 1.1.4, 1.1.11).

To facilitate the integration of technology and diversity candidates are required to take EDUC 202 Introduction of the Exceptional Child and Assistive Technology. The description of the course is the following: "Study of the main perspectives and psychological theories and their application to the process of teaching-learning from a bio-psycho-social-spiritual approach" (Evidence 1.1.13).

#### Component 1.2

Provider ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 student progress and their own professional practice.

EDUC 470 - a required research course in the TPP - provides the necessary tools for candidates to acquire research knowledge and apply it in their teaching practice. Candidates are immersed in research and prepare a research proposal. During semesters FA-14, SP-15 and FA -16, action research was included in the research course. Candidates, who took EDUC - 470 in FA-14 and SP - 15, formed collaborative groups and carried out their action research on impacting student learning during their clinical experience (Evidence 1.2.1, 1.2.2a, 1.2.2b).

#### Component 1.3

Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music - NASM) (Evidence 1.1.4).

The Teacher Education Programs of AAU submitted a self study to the Department of Education of Puerto Rico (DEPR) to demonstrate compliance with its standards. This document evidenced that teacher candidates had the knowledge reflected in the DEPR standards (Evidence 1.3.1, 1.3.2, 1.3.3).

#### Component 1.4

Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards (e.g., Next Generations Science Standards, National Career Readiness Certificate, Common Core State Standards).

The Department of Education of Puerto Rico has developed a set of content standards called PR Core Standards. Our completers apply content and pedagogical knowledge as reflected in outcome assessments in response to state standards (Evidence 1.1.1, 1.4.1).

#### Component 1.5

Providers ensure that completers model and apply technology standards as

they design, implement, and assess learning to engage students and improve learning experiences and to enrich professional practice.

EDUC 202 - Introduction of the Exceptional Child and Assitive Technology equips completer to use technology to meet the needs of a special student population. Student are provided the basic knowledge, skills, and dispositions to use technology in their clinical field experience to meet the needs of special students.

EDUC 301 is a required educational technology course that offers teacher candidates the opportunity to use different technological resources that enriches the teaching-learning process making it dynamic and engaging for a diverse student population. Resources includes but not limited to: Gloster, Powtoon, Voky and the Whiteboard. Technology. These are widely used in educational practices (Evidence 1.5.1, 1.5.2).

## Specialty Licensure Area Data

Program Review Option (per state partnership agreement)

- CAEP Program Review with National Recognition (SPA)
- CAEP Program Review with Feedback (State-selected standards)
- State Program Review (State-selected standards)

Answer the following prompts for programs reviewed for National Recognition (SPA) and Program Review with Feedback. Upload state reports for state reviewed programs.

1. Based on the analysis of the disaggregated data, how have the results of specialty licensure area or SPA evidence been used to inform decision making and improve instruction and candidate learning outcomes?

The Teacher Preparation Program (TPP) of Antillean Adventist University (AAU), uses the results of the Puerto Rico Teacher Certification Test (PCMAS) as a measure to verify the academic achievement of our student-teachers. During the 2012 and 2013 academic year, the passing rate of our student-teacher was between 75% to 81% (Evidence 1.3.1). Deficiencies were identified and initiatives were launched to increase academic achievement at all levels. Among them, we decided to review the syllabi and the content taught in all our professional and specialty courses. They were aligned according to our Conceptual Framework which is aligned with InTASC standards. For example, EDUC 485 (Seminar in Education) is a course that we had to re-align. As a TPP, we needed to ensure that our candidates could acquire knowledge, apply, and transfer it to new situations, thus being prepared for student teaching. (Evidence 1.1.13, 1.3.1)

An evaluation plan was designed to establish a checklist to evaluate the content being taught in each course. First, we evaluated the course EDUC 101 (Introduction to teaching) to see if the course content was aligned with the requirements of the Department of Education of Puerto Rico and State Licensure Test (PCMAS). Second, we revised and aligned professional courses. Third, we evaluate field experiences, and fourth we reviewed the pre-practicum and practicum experiences. These benchmarks have been used by faculty the Teacher Education Council to monitor student-teacher's academic performance to identify gaps. Plus, implementing initiatives that promote authentic learning outcomes.

Every two years a self-study has been prepared for the Department of Education of Puerto Rico. In the last self-study in 2014, our Teacher Preparation Program obtained 77%, which reflected areas to improve. This data also served to review and align syllabi and content in each of the courses to be taught. The checkpoints were reinforced. This has provided an opportunity to identify areas of improvement in the performance of candidates and has thus identifying professional growth for candidates. AAU was not required to do a self-study in 2016 because it was required to do one for CAEP accreditation.

We decided to establish the use of an electronic professional development

portfolio, which provided us data of teacher candidates' academic progress in a more structured way. The requirements of the electronic portfolio is suitable for our conceptual framework (see 1.1.11). This technological tool allows the student-teacher to self-assess their performance throughout his/her entire program. In addition, field experiences were structured and included in all the method courses to provide authentic field experience in which knowledge was applied in real life scenarios. With the creation of multiple field experience in each content area, we designed a measurement tool to assess candidates' progress in their field experiences (4.1.4, 4.1.5), In addition, assessment instruments were developed for pre-practicum and practicum courses to be aligned with the requirements of the Department of Education of Puerto Rico and our Conceptual Framework.

All the data mentioned above, has been critical for our program to make important decisions and create new initiatives. These changes are key points for continuous improvement and to have a quality teacher preparation program.

2. Based on the analysis of specialty licensure area data, how have individual licensure areas used data for change?

The results of the Puerto Rico Teacher Licensure Test (PCMAS) in 2015, showed that Spanish and History exam results needed to improve. The results were discussed at faculty meetings thus syllabi were improved and new courses were added to the program for history majors. EDUC 484 Integrative Seminar was redesigned to reinforce mastery of Spanish and History. EDUC 101 (Introduction to Teaching) was restructured to provide content that was relevant to candidates. On the other hand, methods courses for different majors and field experiences have been revised. These initiatives resulted in an increase in the pass rate of each area of specialty.

In addition, the results that we gathered by major gave us important data that encouraged us to make key decisions. Those important decisions were discussed in several forums that helped us make the content relevant for our teacher candidates.

3. For Program Review with Feedback only: How does the specialty licensure area data align with and provide evidence for meeting the state-selected standards?

From the data collected, it was necessary to revise each syllabus to assure that the content of each course was aligned with our Conceptual Framework. The Conceptual Framework is aligned with the standards of the Department of Education of Puerto Rico. Table (1.1.1) shows the alignment with our Conceptual Framework standards. On the other hand, the Conceptual Framework was aligned with the CAEP and InTASC standards. Therefore, each course that was offered responded to the competences of the Conceptual Framework and consequently to other standards.

The assessment tools and the data collected measured the competencies of our Conceptual Framework. For this to happen, we had to revise field experience evaluation instruments, pre-practicum, practicum forms, and create the professional development electronic portfolio.

4. For National Recognition only: How are SPA reports that are not Nationally Recognized being addressed?

Currently we do not have any SPA program.

State Review Only: Upload State Program Reports here.

## Standard 2: Clinical Partnership and Practice

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard.)

1  1.1.4 undergrad\_catalog\_15\_18.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships  
2.3 Partners design high-quality clinical experiences

2  1.1.7 Activity Calendar DE.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

3  1.1.8 Field Experience Manual.pdf

2.3 Partners design high-quality clinical experiences

4  2.1.1-Law-129-Regulating-Clinical-Education-Experiencies-in-Puerto-Rico.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

5  2.1.3 MANUAL OF THE CLINICAL EDUCATIONAL EXPERIENCES PROGRAM.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships  
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators  
2.3 Partners design high-quality clinical experiences

6  2.1.4 Letter Superintendent.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

7  2.1.5 LETTER PRESENTATION CANDIDATE CEEP-DIRECTOR.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

8  2.1.6 STUDENT TEACHING AGREEMENT.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

9  2.1.7 Alliances were established with private and public schools.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

10  2.1.8 SYLLABUS TEACHING PRE PRACTICE.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships  
2.3 Partners design high-quality clinical experiences

11  2.1.9 Teaching Practice Syllabus.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships  
2.3 Partners design high-quality clinical experiences

12  2.1.10 Exit Survey.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships  
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

13  2.2.1 Clinical Educators.pdf

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

14  2.2.2a SYLLABUS-COURSE FOR COOPERATOR TEACHERS.pdf

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

15  2.2.2b Academic Session that has offered the preparatory course for teachers cooperators .pdf

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

16  2.2.3 CEEP evaluation forms.pdf

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

17  2.3.1 E Portfolio-samples.pdf

2.3 Partners design high-quality clinical experiences

18  2.3.2 GPA COMPLETERS.pdf

2.3 Partners design high-quality clinical experiences

19  1.1.11 Electronic Portfolio.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

20  2.1.2 Memorandum Letter 2 2012- 2013.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

- \* ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met

## Narrative Standard 2

The provider ensures that effective partnerships and high-quality clinical practices are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all K-12 student learning and development.

### 2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial K-12 school and community arrangements, including technology-based collaborations for clinical preparation, and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

The Clinical Educational Experiences Program of Antillean Adventist University

(AAU), in Mayaguez Puerto, is governed by state educational laws. Law No. 129, as amended, regulates the Educational Clinical Experiences Program of the Puerto Rico Department of Education (Evidence 2.1.1).

The legal basis for the Program is the provisions of Act No. 79 of August 23, 1989, which authorizes the creation of the Centers of Practical Teaching. Similarly, it is supported by Act No. 149, dated July 15, 1999 and known as the Organic Law for the Department of Public Education of Puerto Rico. The legal requirements become effective by means of Regulation No. 4092, dated January 19, 1990, Regulations for the Organization and Operation of Centers of Teaching Practice and this Circular Letter (Evidence 2.1.2). This letter indicates that the vision of the Teaching Practice Program is to contribute to the formation of future teachers so that they may transform the society in which they live through their pedagogical practice. The mission of the Program is to join efforts with accredited public and private universities to collaborate in the development of a professional staff of cooperating teachers and student-teachers.

The mission of the School of Education of Antillean Adventist University is in harmony with the values of the Institution, which are spirituality, excellence, and service. The University strives to prepare competent, well-rounded Christian educators at the undergraduate and graduate levels to serve a pluralistic society and the Seventh-day Adventist Church. (Evidence 1.1.4 p. 270)

Once candidates have completed all professional courses then they can apply for the clinical experience. (Evidence 2.1.3, p.48). Upon receiving the approval of the Teacher Preparation Board, they may proceed to register for the practicum.

The clinical experience coordinator contacts the superintendent and school principal to authorize the school that will serve as the teaching center. (Evidence 2.1.4; 2.1.5 - Superintendent's Letter/Director's Letter). A collaborative agreement is signed between the Practicum Center and Antillean Adventist University. (Evidence 2.1.6)

This relationship allows the clinical experience coordinator to place the student-teacher and select, with the help of the school director, the person who will serve as the cooperating teacher for the teacher candidate. (Evidence 2.1.7). At the first practicum seminar session, the practicum syllabus is discussed (Evidence Evidence 2.1.8; 2.1.9) as well as the Manual of Clinical Experiences is provided to the teacher candidate. (Evidence 2.1.3). Candidates must certify with their signature that they received and will read the Manual. (Evidence 2.1.3, p.47). The forms that will be used during clinical experiences are also explained (Evidence 2.1.3, p.47-87).

In weekly meetings with the Practicum Coordinator, student-teachers discuss

their experiences in the classroom, talk about the strategies they have used that have been most effective, clarify doubts, and foster an engaging collaboration with peers. At the end of the semester, student-teachers present their electronic portfolio (Evidence 1.1.11), which demonstrates their performance in the classroom. An exit survey is also administered (Evidence 2.1.10.)

## 2.2 Clinical Educators

Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and K-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

The profile of the clinical educator is established in Circular Letter No. 2. (Evidence 2.1.2). The clinical educator must be certified in the subject they teach and must approve the course for cooperating teachers (highly qualified teacher). Clinical educators must demonstrate mastery of content standards and meet expectations of their level of teaching. Additionally, they must be knowledgeable of the curricular framework for the different subjects they teach; be able to engage participation of students, school staff, parents, and others in the educational process; have at least three (3) years of experience as a teacher at their level and subject in which they are certified. All clinical educators that collaborate with AAU need to comply with all the above requirements (Evidence 2.2.1- list of cooperating teachers).

Cooperating teachers are required to complete the cooperating teacher course. It consists of (45) hours to prepare them to fulfill their roles and promote the development of human values fostered by our education system which are: solidarity, respect for human dignity, and valuation of diversity. The online cooperator teacher course is provided to teachers from areas of difficult recruitment. This modality is a useful means to have properly certified cooperating teachers (Evidence 2.2.2a - cooperating teacher course syllabus, 2.2.2.b).

Both the cooperating teacher and the clinical supervisor conduct formative and summative evaluations of the candidates to positively impact their clinical educational experiences. (Evidence 2.2.3 -evaluations forms).

## 2.3 Clinical Experiences

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates

demonstrate their developing effectiveness and positive impact on all student learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all K-12 students.

The AAU TPP maintains coherence across clinical and academic components of the program by having candidates follow key points in the 2016-2017 AAU Undergraduate Catalog. (Evidence 1.1.4 p.212) The key points ensure that candidates finish the required courses and have the grade point averages required for certification so they are well-qualified to proceed to their final clinical experience.

Before clinical experiences, TPP candidates carry out classroom observations in elementary and secondary level schools, from both rural and urban areas. The diverse backgrounds held by the students allow the teacher candidates to meet a diverse population of students before they begin their teaching. (Evidence 1.1.8)

During the semester and prior to the formal practice, the candidate will visit the practice center, accompanied by the Clinical Experience Supervisor, to meet the School Director and become acquainted with the Cooperating Teacher. In follow-up visits, the teaching practice objectives are discussed, and evaluation instruments and regulations are reviewed. The Clinical Experience Supervisor and the Cooperating Teacher exchange contact information. The constant communication between the two allows for adequate feedback regarding content matters, skills, or dispositions either in person or online. The Cooperating Teacher signs the Clinical Experience Supervisor's timesheet after each classroom visit (Evidence 2.1.3).

Candidates are required also to attend a pre-practice 15-hour-long-seminar prior to working at their assigned practice center. During the semester, technology concerns and behavioral issues are discussed. In addition, candidates are required to complete a minimum of 45 hours of classroom observation with the Cooperating Teacher at the practice center where they will complete their clinical experience (candidates may choose another school to complete their clinical requirements). While in their pre-practice experience, teacher candidates are expected to: help with tutoring students in need, complete administrative tasks, organize the classroom for special activities, and prepare bulletin boards, etc. (Evidence 2.1.8).

During the clinical experience, the supervisor and candidates meet weekly to provide support with class planning, assessment, teaching-learning strategies, techniques, supplies, and technological assistance. Since candidates evaluate seminars offered each semester, they may recommend new topics for the

following semester. A total of 200 hours must be completed during the clinical experience - 3 hours a day, 5 days a week (Evidence 2.1.9)

To demonstrate that the clinical experience has sufficient depth, breadth, diversity, coherence, and duration, candidates are required to provide evidence of developing knowledge, skills and professional dispositions. This evidence is presented in a portfolio, in addition, candidates must have a passing GPA (2.3.2). The portfolio includes: monthly practice evaluations performed by the cooperative teacher, partial and final evaluation of the teaching practice done by the cooperative teacher and the clinical experience supervisor, test specifications table, Home & School Project report, attendance report, anecdotal record, class plans, among other evidences. Teacher candidates must also complete a survey about the strengths and weaknesses of the program to improve the program and offer student teachers a quality education established goal (Evidence 2.3.1 Portfolio manual, task samples).

### Standard 3: Candidate Quality, Recruitment and Selectivity

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard.)

1  1.1.4 undergrad\_catalog\_15\_18.pdf

3.5 Candidate positive impacts on P-12 students

2  1.1.2.Syllabus Foundation Course.pdf

3.2 Sets selective admission requirements

3  1.1.8 Field Experience Manual.pdf

3.5 Candidate positive impacts on P-12 students

4  1.3.1 Puerto Rico Teacher Certification Exam Results 2014.pdf

3.5 Candidate positive impacts on P-12 students

5  2.1.3 MANUAL OF THE CLINICAL EDUCATIONAL EXPERIENCES PROGRAM.pdf

3.5 Candidate positive impacts on P-12 students

6  2.3.2 GPA COMPLETERS.pdf

3.5 Candidate positive impacts on P-12 students

7  3.1.1 Recruitment Plan.pdf

3.1 Recruits and supports high-quality and diverse candidate pool

8  3.1.2 a Recruitment Evidence.pdf

3.1 Recruits and supports high-quality and diverse candidate pool

9  3.2.1 Admission Forms.pdf

3.2 Sets selective admission requirements

10  3.2.2 Requirements for admission to the PPM

3.2 Sets selective admission requirements

11  3.3.2 Interview Results.pdf

3.3 Monitors attributes and dispositions beyond academic ability

12  1.1.11 Electronic Portfolio.pdf

3.4 Creates and monitors candidate progress

3.5 Candidate positive impacts on P-12 students

13  3.3.1 TPP MANUAL OF POLICIES AND PROCEDURES 2017.pdf

3.3 Monitors attributes and dispositions beyond academic ability

3.6 Candidates understand the expectation of the profession

\* ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met

Standard 3: Candidate Quality, Recruitment, and Selectivity

3.1 Plan for Recruitment of Diverse Candidates Who Meet Employment Needs

The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's K-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

1. In collaboration with the Marketing and Recruitment Department, the UAA TPP carries out its recruitment plan with the objective of attracting high-quality candidates from a broad range of backgrounds and diverse populations to accomplish its mission. Prospect students from both public and private schools are oriented and informed through different means and activities, including visits, electronic messages, radio and newspaper messages, among others. In order to address community and national needs for hard-to-staff schools, our main goal is to recruit students for the ESL, Special Education, and Math programs, which are shown to be in great need in our community and nationality. Other programs are also in demand, due to the emigration of many professionals in the last years in Puerto Rico (Evidence 3.1.1, 3.1.2- p. 1-2).

2. Recruitment efforts are also made within the SDA schools, youth camps, and churches, since it is part of our philosophy and mission to serve a larger percentage of SDA students. Special events like choir and band concerts, gymnastic performances, senior fairs, open-house, teachers and counselors' conferences are also among the means used to recruit students from a broad range of backgrounds and diverse populations. All candidates must comply with entrance requirements (Evidence 3.1.2, p. 3).

### 3.2 Admission Standards Indicate That Candidates Have High Academic Achievement and Ability

The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/ achievement assessments such as ACT, SAT, or GRE:

1. The UAA TPP admission standards state that all candidates must comply with the following requirements before being admitted to the program: a GPA of 3.00 on a scale of 4.00 (in 2014, the minimum GPA required was 2.75), completion of 24 credits including foundation courses like Introduction to Teaching, Philosophy of Education, Psychology of Human Growth and Development, Educational Psychology, and Social Foundation of Education.

( Evidence 1.1.2) Once the student has complied with these requirements, he or she applies for admission to the TPP. Additional requirements include: letters of recommendation from one of the professors or academic advisors and from the Student Affairs Office, self-evaluation form, Certificate of no Penal Records from the Police Department of Puerto Rico (Evidence: Law 254, Law 300, 2016), and a formal interview by the TPP faculty before the applicant is admitted as a candidate to the program and initiated as such (3.2.1).

2. Sixteen students admitted in 2014 had an average GPA of 3.56. In 2015, 14 students were admitted with an average GPA of 3.46. In 2016, 15 students were admitted with an average GPA of 3.66 (Evidence 3.2.1, 3.2.2).

### 3.3 Additional Selectivity Factors

Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

The UAA TPP program has adopted a conceptual framework with four core objectives: a) be empathetic, b) be knowledgeable and facilitator of learning, c) make reflective decisions, and d) be a committed professional collaborator. Each objective is achievable through specific competencies that complete the conceptual framework. The core objectives are made known to the applicants before they are admitted to the program, since they imply attributes and dispositions beyond academic performance. They also guide the interview process made before admission to the program (Evidence 3.3.1, 3.3.2).

### 3.4 Selectivity During Preparation

The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready developing content knowledge, pedagogical content knowledge, pedagogical skills, and technology integration standards of these domains. Providers present multiple forms of evidence to indicate candidates'

The TPP criteria for program progression is based on a four-checkpoint design. Checkpoint #1 places the prospect students in the Introduction to Teaching and foundation courses, where they must comply with specific assessment tasks and approve the courses with a minimum B grade, before they are admitted formally to the program. Checkpoint #2 places the admitted students as candidates. As such, they must progress through core and specialization courses also with a minimum grade of B. Their skills and

dispositions are continuously monitored both in classes and through their electronic portfolio, (Evidence 1.1.11) where they file their evidences like lesson plans, micro teaching demonstrations using technology, sample assessment tools, etc.

### 3.5 Selection at Completion

Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on K-12 student learning and development.

In checkpoint #3 the candidates for teachers are exposed to field experiences. They must follow the standards and expectations required in each area of specialization and grade level. During this time, candidates must complete 15 hours of observation, and write reflections about the experience with collaborating teachers, as indicated in the Field Experiences Manual (Evidence 1.1.8).

Checkpoint #4 places the candidate as an applicant to the student teaching experience. The student must approve an integrative-3 credit- seminar (a comprehensive review of all the core courses), and enroll in the Pre-Practice course, while maintaining a general GPA of 3.00, and having approved all of the core and specialization courses of his/her program. The candidate must complete his/her electronic portfolio indicating compliance with all the requirements established in the program before he/she is authorized to engage in the clinical experience.

Once the pre-requirements are fulfilled, the candidate is assigned to the selected center, for his/her pre-practice, following the procedure established in the Manual of Clinical Experience. During pre-practice, the candidate must clock 45 hours of observation and collaboration with the Cooperating Teacher, who will evaluate his/her performance monthly. This will help the candidate to be ready for the formal clinical experience. (Evidence 2.1.3, p.44, 46)

Generally, this will be done with the same group, level, and Cooperating Teacher had during pre-practice. A total of 200 class periods must be completed during the semester. The work to be done includes teaching one subject, assessment of student learning, observations, administrative tasks, extracurricular activities, and a home-school project. The Clinical Experience Supervisor will do monthly evaluations (2.1.3) of the candidate's performance in addition of the dispositions and progression shown by the candidate in the clinical experience. The Cooperating Teacher also does formative and summative evaluations. The electronic portfolio artifacts must include evidences of complete lesson plans, tests, integration of technology, the activities in which he/she engaged during the semester, evaluations and reflections on the clinical experience (Evidence 1.1.11).

As the final process of the educational clinical experience, the teacher candidate must take and approve the PCMAS (PRAXIS-like national examinations) which are the fullest evidence that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on K-12 student learning and development (Evidence 1.1.4, 1.3.1) (2.3.2).

### 3.6 Selection at Completion (cont.)

Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectation of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results. During Pre-practice semester, the candidates must attend a weekly one-hour seminar which addresses the expectation of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. These are reinforced on another weekly one-hour seminar taken during the last semester of Clinical Experience (Evidence 3.3.1)

## Standard 4: Program Impact

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard.)

1  1.1.4 undergrad\_catalog\_15\_18.pdf

4.2 Completer effectiveness via observations and/or student surveys

2  1.1.1 ALIGNMENT OF THE CONCEPTUAL FRAMEWORK OF THE (TPP), INTASC AND THE CAEP.pdf

4.1 Completer impact on student growth and learning

3  1.1.8 Field Experience Manual.pdf

4.1 Completer impact on student growth and learning

4  1.3.1 Puerto Rico Teacher Certification Exam Results 2014.pdf

4.2 Completer effectiveness via observations and/or student surveys

5  1.4.1 PR DE STANDARDS AND EXPECTATIONS AND CURRICULAR MAPS (1).pdf

4.1 Completer impact on student growth and learning

6  2.1.3 MANUAL OF THE CLINICAL EDUCATIONAL EXPERIENCES PROGRAM.pdf

4.1 Completer impact on student growth and learning

4.2 Completer effectiveness via observations and/or student surveys

7  2.1.10 Exit Survey.pdf

4.4 Completer satisfaction

8  3.1.1 Recruitment Plan.pdf

4.2 Completer effectiveness via observations and/or student surveys

9  4.1.2 Pupil Evaluation.pdf

4.1 Completer impact on student growth and learning

10  4.1.3 Analysis of the impact of the student learning experiences of field, .pdf

4.1 Completer impact on student growth and learning

11  4.1.4 Analysis of the diversity field experience.pdf

4.1 Completer impact on student growth and learning

12  4.1.5 Analysis of the form of Coaching.pdf

4.1 Completer impact on student growth and learning

13  4.1.6 Summative Candidate Evaluation Field Experience.pdf

4.1 Completer impact on student growth and learning

14  4.2.1 Class evaluation Analysis.pdf

4.2 Completer effectiveness via observations and/or student surveys

15  4.2.2 Pre-Practicum Monthly Evaluation.pdf

4.2 Completer effectiveness via observations and/or student surveys

16  4.2.3 Formative and Summative Assessments of Student Teaching.pdf

4.2 Completer effectiveness via observations and/or student surveys

17  4.2.4 Teaching practice Evaluation.pdf

4.2 Completer effectiveness via observations and/or student surveys

18  4.2.5 Self-Assessment for Admission to Candidacy to TPP.pdf

4.2 Completer effectiveness via observations and/or student surveys

19  4.3.1a Survey to employers of Graduates from TPP.pdf

4.3 Employer satisfaction

4.4 Completer satisfaction

20  4.3.1b Table of Graduate Employer.pdf

4.3 Employer satisfaction

21  4.4.1 Survey to Graduates from the TPP.pdf

4.4 Completer satisfaction

22  1.1.11 Electronic Portfolio.pdf

4.1 Completer impact on student growth and learning

4.2 Completer effectiveness via observations and/or student surveys

23  4.4.2 Induction Plan.pdf

4.4 Completer satisfaction

24  4.1.1 Description Assessment Forms.pdf

4.1 Completer impact on student growth and learning

25  3.3.1 TPP MANUAL OF POLICIES AND PROCEDURES 2017.pdf

4.2 Completer effectiveness via observations and/or student surveys

- \* ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met

#### Standard 4: Impact on K-12 Student Learning and Development

##### 4.1 Impact on K-12 Students Learning and Development

The provider documents, using multiple measures that those who complete the program contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported K-12 impact measures, and any other measures employed by the provider.

The Puerto Rico Department of Education has established an expected level of

student-learning growth guided through a set of core standards and grade expectations. (PR - Core Standards) These expectations are measured by the application of the META-PR, which are the standardized exams in use to test four subjects (Spanish, English, Science, and Math). In general, the results of the META-PR exams do not satisfy the schools or the community; however, the 2016 results show some improvement compared to the previous eight years (2016 META-PR results) <http://www.de.pr.gov/meta-pr/> (Evidence 4.1.1, 1.4.1)

The AAU TPP prepares candidates to make an impact on their K-12 students, as described in Standard #1 and Standard #3. To better equip our candidates, we ensure that the state standards are known and aligned with both the Conceptual Framework and the InTASC standards. (Evidence 1.1.1, 1.1.11). Each program is structured to provide candidates a broad experience in knowledge, skills, and dispositions to serve as competent teachers. (Evidence 4.1.1)

Various evidences, used in the Teacher Preparation Program, measure the growth of learning in completers. (Evidence 1.3.3, 2.1.3, 1.1.8, 1.1.11, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6)

Another measure to evaluate the candidate's impact is the K-12 student's assessment of the candidate teacher. In the assessment titled "This is what I think." The students give their opinion about the candidate and his performance in the classes. The evaluation form consists of ten questions that focus on the following: 1) enthusiasm in teaching me, 2) connecting lessons with my life, 3) motivating me to be a good student, 4) helping me to understand as we read, 5) teaching me ways to be a better student, 6) explaining things to understand, 7) planning interesting lessons, 8) telling me how to think, 9) using a good expression when reading aloud, and 10) dressing and acting as a teacher.

**4.2 REQUIRED COMPONENT** The provider demonstrates, through structured and validated observation instruments and/or student surveys, which program completion candidates effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

The AAU TPP provides structured and validated observation instruments to evidence that program completion candidates effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. Candidates admitted to Student Teaching are required to become familiar with policies outlined in the Student Teaching Handbook (Evidence 2.1.3)

Assessment - Monitoring: Those who complete the program are assigned to a

cooperating teacher with ample teaching experience and a supervisor faculty who will lead in the monitoring, coaching and assessment of candidates' academic growth during the whole teaching experience. Multiple instruments are used to these ends. If student teachers fail to demonstrate commitment to the application of knowledge, skills, and dispositions for teaching, they may be asked to withdraw from student teaching. The Teacher Education Board will design a plan for remediation, which must be satisfactorily completed in order to be reinstated (Evidence 3.3.1).

Assessment - Collaboration: Formative and summative assessments for the Practicum must involve the collaboration of at least two advisors (Evidence 4.2.1, 4.2.2, 4.2.3).

Assessment - Portfolio: In the E- Portfolio Rubric (Evidence 1.1.11), the maximum allowable number of undeveloped scores for the first placement is two, and for the second placement is zero; otherwise, the portfolio is deemed unacceptable. The minimum passing score for Components of the Student Teaching Portfolio is 70%.

Assessment - Final Grade: The final letter grade for student teacher performance is determined by the supervising faculty. Failure to complete student teaching with a satisfactory grade of B, or above, means that candidates must repeat their Practicum Semester. (Evidence Table 4.2.1)

Licensure - The Teacher Education Program prepares candidates for certification by the Department of Education of Puerto Rico. Candidates must take the PCMAS (Evidence 1.1.4, 1.3.1) prior to graduation. This exam is administered typically once a year, in April.

The final assessment of senior education majors takes place during their full semester of student teaching. It involves continuous monitoring of candidates' classroom performance using both verbal and written feedback. Senior assessment consists of two phases:

Phase One: Formative Evaluation. Using anecdotal records, the Cooperating teacher conducts informal conferences, as well as a weekly formal conference. AAU supervisors also record observations and conduct conferences during Phase One. Additionally, two formal coaching sessions are conducted by the cooperating teacher and one by the supervisor prior to Phase Two. The university supervisor, the cooperating teacher, and the student teacher collaborate to complete the formative evaluation at midpoint of each placement.

Phase Two: Summative Evaluation. The cooperating teacher and the university supervisor collaborate to complete the Student Teaching Summative Evaluation. (Evidence 4.2.4). Performance assessments used are the Student Teaching Summative Evaluation, the Disposition instrument, and

the Student Teaching Portfolio. Student teacher is also evaluated by their students when they complete the Student Evaluation of the Student Teacher (Evidence 4.2.4). A self-evaluation is completed by the student teacher through a video-taped lesson. An analysis of these assessments should be included in the Reflective Self-Assessment. (Evidence 3.3.1, 4.2.5).

#### 4.3 Satisfaction of Employers

The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the preparation of the candidate for program completion for their assigned responsibilities in working with K-12 students.

Each year, the School of Education surveys employers in order to measure their level of satisfaction with the program completers' preparation for their assigned responsibilities in working with K-12 students. Feedback for the Teacher Education Program is utilized to make decisions regarding the TPP (Evidence 4.3.1.a, 4.3.1.b).

#### 4.4 Satisfaction of Program Completion Candidates

**REQUIRED COMPONENT** The provider demonstrates, using measures that result in valid and reliable data, that program completion candidates perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Each year, the School of Education surveys alumni in order to measure their level of satisfaction with the TPP. Feedback for the Teacher Education Program is utilized to make decisions regarding the TPP (Evidence 2.1.10, 4.3.1.a, 4.4.1, ).

##### 4.4.1 Alumni Survey

**Graduate Follow-up:** Graduate follow-up is carried out through the Alumni Survey completed by the first, third, and fifth year teachers. Results from these surveys are used as indicators to provide the program completion candidates with free workshops and Continuing Education seminars to strengthen areas identified either by the employer or by the teachers. These workshops and seminars also help new teachers to stay up-to-date with teaching innovations to be able to tend to K-12 students' needs and interests (Evidence 4.4.2). Results from the evaluation by students, alumni, and other members of the professional community are utilized to strengthen the academic program.

## Standard 5: Provider Quality, Continuous Improvement and Capacity

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard.)

1  1.1.4 undergrad\_catalog\_15\_18.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

2  1.1.2.Syllabus Foundation Course.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

3  1.1.8 Field Experience Manual.pdf

5.4 Measures of completer impact are analyzed, shared and used in decision-making

4  2.1.3 MANUAL OF THE CLINICAL EDUCATIONAL EXPERIENCES PROGRAM.pdf

5.4 Measures of completer impact are analyzed, shared and used in decision-making

5  2.1.10 Exit Survey.pdf

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

6  3.1.1 Recruitment Plan.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

7  3.2.1 Admission Forms.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

8  5.3.1 ASSESSMENT PLAN BY PROGRAM 2015-2016.pdf

5.3 Results for continuous program improvement are used

9  1.1.14 COURSES OF METHODS IN EDUCATION.pdf

5.4 Measures of completer impact are analyzed, shared and used in decision-making

10  4.1.4 Analysis of the diversity field experience.pdf

5.4 Measures of completer impact are analyzed, shared and used in decision-making

11  4.3.1a Survey to employers of Graduates from TPP.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

12  4.3.1b Table of Graduate Employer.pdf

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

13  4.4.1 Survey to Graduates from the TPP.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

14  1.1.11 Electronic Portfolio.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

15  4.4.2 Induction Plan.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

16  5.3.1 ASSESSMENT PLAN BY PROGRAM 2015-2016.pdf

5.3 Results for continuous program improvement are used

17  5.3.1.a Unit assessment relationship Chart.pdf

5.3 Results for continuous program improvement are used

18  5.4.1 CULTURAL DIVERSITY IN UAA.pdf

5.4 Measures of completer impact are analyzed, shared and used in decision-making

19  5.4.2 Evidence that demonstrates diversity integration and technology integration (2).pdf

5.4 Measures of completer impact are analyzed, shared and used in decision-making

20  5.1.2. Continuing Education 2013-2016.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

21  3.3.1 TPP MANUAL OF POLICIES AND PROCEDURES 2017.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

5.5 Relevant stakeholders are involved in program evaluation

22  5.1.1 SELECTED IMPROV PLAN.docx

5.1 Effective quality assurance system that monitors progress using multiple measures

5.3 Results for continuous program improvement are used

5.5 Relevant stakeholders are involved in program evaluation

ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met

## Standard 5

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, program completion candidate achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

Unit Assessment System (UAS). The purpose of this unit is to provide accurate, timely assessment data and valid information relevant to decision-making within the Teacher Preparation Program of the AAU (TPP). Through clear presentation of assessment indicators delineating programs status and current outcomes, the UAS facilitates continual improvement processes through which the School fulfills its mission and the ideals expressed in the conceptual framework (Evidence 3.3.1). The results at each decision point demonstrate that the

AAU TPP satisfies all CAEP standards.

a. Program Decision Points. The Unit Assessment System provides the Program Decision Points. Although ongoing evaluation and assessment occur throughout candidates' time in the program, the Unit has identified specific decision points (Evidence: Manual of Policies and Procedures - 3.3.1 p. 7-8) at which data regarding candidate progress and program quality is collected. From the assessment data, decisions are made as to candidate progression and program modifications. The major decision points fall within each of the initial and the advanced programs, while candidates are enrolled in the program. These points are: 1) initial admission to TPP 2) admission to candidacy, 3) admission to practicum, 4) exit and 5) follow up studies. The fifth decision point, follow-up studies, takes place after program exit and serves to inform program development.

b. Candidates. Candidates must apply for Admission to the Candidacy of Teacher Preparation Program (usually by the end of the third semester) after completing all requirements (5.f) as outlined below. Initial admission is required before candidates enroll in most upper division core education courses. The following criteria are required for each applicant: Complete an application form, be in residence at the University, show evidence of professional dispositions at a developing level or higher, have an overall grade point average of 3.00 or above, and successfully complete the following courses with a minimum grade of 3.00 (B): EDUC 101 Introduction to Education, EDUC 200 Human Growth and Development, EDUC 201 Educational Psychology, and EDUC 104 Philosophy of Education. ( Evidence 1.1.2)

Candidates must also complete a self-assessment instrument of the competencies of the Conceptual Framework, obtain recommendations from the Vice President of Student Services and their academic adviser or teacher,

present an acceptable initial admission professional portfolio, complete an acceptable interview, and submit a TPP-based academic advisor recommendation. The recommendation is to include signed evidence by both the advisor and advisee that they have discussed the applicant's academic program. Candidates must provide evidence of having no penal record (Evidence: Manual of Policies and Procedures - 3.3.1, p. 23). The Teacher Preparation Committee approves applications meeting the above criteria.

c. Review of Candidate Progress. After applicants have been admitted to the Teacher Preparation Program, the Teacher Preparation Committee may review their progress. Teacher candidates will be given an opportunity to interact with the Committee in a nonthreatening atmosphere. During the interview candidates can strengthen their commitment to teaching or express their concerns and questions about the teaching profession (Evidence: Manual of Policies and Procedures - 3.3.1, p.24).

d. Catalog Applicability: At the time of an individual's Initial Admission to the Teacher Preparation Program, the current and subsequent catalogs will determine the requirements for completion of the program and graduation. Candidates, however, must meet any and all such additional requirements mandated by the Inter-American Division or the Puerto Rico Department of Education, even though such changes may not be listed in the Teacher Preparation Program in the particular catalog under which they entered. Candidates should stay in contact with the School of Education to be aware of any changes that may affect them (Evidence 3.3.1 p. 15).

e. Retention. Retention in the Teacher Preparation Program is contingent on successful completion of courses attempted and maintenance of the knowledge, skills, and dispositions required for initial admission to the program. Teacher candidates are expected to maintain consistent personal representation of the standards and objectives of Antillean Adventist University and the Teacher Preparation Program (Evidence 3.3.1 p. 15, 5.1.1).

f. Student teaching. This is regarded as the culminating experience of the Teacher Preparation Program. Teacher candidates must file a formal application with the faculty of the School of Education for authorization to begin student teaching. The following criteria are required for each applicant: a) Completion of all professional education and method courses with a minimum GPA of 3.00, b) evidence of acceptable professional dispositions, c) adherence to standards and objectives of AAU and the TPP, d) submission of required documents in the semester prior to the student teaching: Recommendation forms (adviser and recent education professor), Self-Assessment instrument, included in the Professional Development Portfolio. (Evidence: 3.2.1, 1.1.11)

g. Licensure. To be eligible for licensure, the completer must pass the PCMAS,

which is a licensure test published by College Committee and administered in the Spring session of the school year (Evidence 1.1.4, p.215-216). The TPP is classified according to the pass rate of those who take the test.

h. Follow-up. Graduate follow-up is carried out through the Alumni Survey (4.4.1) completed by the first, third, and fifth year teachers. Feedback for the Teacher Preparation Program is solicited from the administrators of school systems using the Employer Survey (Evidence 4.3.1). Another tool used for the follow-up is the Induction Plan (Evidence 4.4.2, 5.1.2) which includes the SE contribution to the professional development of the TPP alumni.

All operations of the Unit Assessment System for the TPP are described in detail in the Manual of Policies and Procedures (Evidence 3.3.1 p. 7-8). The quality system utilizes different measures, direct and indirect, to monitor candidates' progress. Through different instruments, follow-up is given to candidates from their admission to the program, completion, and placement in the professional field. Finally, additional follow-up is given during the next five years, to help the new teachers to be models of excellence.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

a. The UAS incorporates measures that document candidate performance. The UAS manager collects, at the end of each semester, data from those individuals completing a Unit program in the "Exit of program Survey" (Evidence 2.1.10). The UAS manager also incorporates follow-up studies for program completion candidates of initial and advanced programs. Specifically, the UAS manager will collect "Alumni Survey" (Evidence 4.4.1) and "Employer Survey" (Evidence 4.3.1.a, 4.3.1.b) data annually, at the end of the Spring semester. The Unit Assessment System will incorporate feedback loops, whereby candidate assessment data will be shared with candidates. It is the responsibility of the corresponding SE Committees to ensure that these feedback procedures are in place, and of the UAS Manager to ensure that they are functioning effectively.

b. At the end of the Fall, Spring, and Summer terms, the CAEP coordinator will aggregate and disaggregate data from the Unit Assessment System, compiling and summarizing pertinent data into tables, graphs, and statistical charts. The report will also incorporate a trend analysis. This written report will be presented to the Dean, CAEP coordinator, the Director/Coordinator of TPP, and the Coordinator of SE Graduate Programs no later than midway through the subsequent term. The administration will utilize this report to identify program and curriculum improvements (Evidence 3.3.1 p. 6-8). These improvements are utilized in the annual review of the Selective Improvement Plan for initial and advanced Unit programs.

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

a. At least once each semester, the CAEP coordinator will present to the Teacher Preparation Committee, the Graduate Committee, and the Standing Assessment Committee a summary of relevant assessment results (5.e) derived from the report UAS presents to SE administration. The corresponding committee will then utilize this information in making program decisions or recommendations. Periodic review of instruments and assessment procedures are to be scheduled such that all instruments and procedures are reviewed annually (Evidence 5.3.1).

b. Program evaluation. The Unit Assessment System provides for the formal evaluation of the programs, following guidelines from the Academic Affairs VP, as described in the Guide for Program Evaluation (Evidence 5.3.1). The evaluation is done in a five-year cycle, with the purpose of planning for the future based on goal and standards achievement, present opportunities, and challenges. A yearly Progress Report, aligned with the Strategic Plan, must also be presented. Both reports are submitted to the Vice-president of Academic Affairs.

c. Selective Improvement Plan. The Selective Improvement Plan (5.a), based on program assessment, will be utilized by each program within the School of Education to generate data-driven decisions. The elements of the program-specific Selective Improvement Plan should be aligned with the conceptual framework of the area (identified as CF #), and with AAU goals (designated as S#). The Selective Improvement Plan is reviewed annually by the corresponding program area Committee or Advisory, typically at the conclusion of the summer session. Data from the Unit Assessment System, as well as program and institutional assessments, will be utilized in the review (Evidence 5.1.1, 5.3.1.a).

The Selective Improvement Plan will be implemented beginning SP - 17.

5.4 REQUIRED COMPONENT Measures of program completion candidate impact, including available outcome data on K-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

a. Diversity. So as to prepare its candidates for a high-impact teaching experience, each program within the School of Education ensures and documents that its field experiences provide candidates with an exposure to diverse populations. These diversities may include ethnicity, race,

socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area. Candidates interact with diverse populations, during some of their field experiences and/or clinical practice to develop and practice their knowledge, skills, and professional dispositions in order to help all students learn. Candidates in clinical experiences are to also participate in school-related activities, such as community events, family interactions, and school Committee meetings prior to student teaching. ( Evidence 4.1.4, 5.4.1, 5.4.2)

b. Methods Courses- Each methods course must incorporate also the concept of differentiated instruction and assessment, in order to strengthen candidates' impact on K-12 student growth (Evidence 1.1.14)

c. Student teaching. During their student teaching experience, candidates measure their students' performance before, during, and after their teaching in order to have available outcome data on their growth (Evidence 1.1.8, 2.1.3).

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

a. The membership of the Unit Assessment Committee is representative of appropriate stakeholders. It includes alumni, employers, practitioners, school and community partners in the evaluation of the programs, recommendations for improvement, and identification of models of excellence (Evidence 3.3.1 p.7-8, 5.1.1).

### III. Cross-cutting themes

a. Statement of integration of diversity

\* i. Analysis of evidence that demonstrates diversity integration

Puerto Rico is a territory of the United States. Spanish is the native tongue and English is a second language. Nevertheless, it is taught from grades K-14. Most of its population is composed of many minorities groups from different countries and cultures thus contributing towards cultural diversity. Antillean Adventist University is characterized by cultural diversity. Students from different cultures are admitted every year. During the last three years, the university had a representation of 34 different countries. This results in a policy of tolerance and openness to cultural exchange. The mission of Antillean Adventist University believes in the equality of all human beings, created in the image of God without discrimination. During the admission process in our campus follows the mission of no discrimination (3.1.1, 3.1.2, 3.2.1).

The educational philosophy of AAU is based on the premise that since human beings were created in the image of God, they should be treated with equality without discrimination based on age, sex, race, nationality, creed, or social position" (1.4.1 Undergraduate Catalog 2015-2018, p. 2).

The Teacher Preparation Program recognizes diversity in its candidates and respects their beliefs and values. Through each of the initial courses, for example, EDUC 104 (Philosophy of Education) (1.1.2) students get in touch with their own values and their own philosophy. Based on their experiences and their beliefs, they are motivated to write an essay in which they elaborate their own educational philosophy that enriches them throughout their entire career (See examples in 2.3.1). On the other hand, candidates complete the Disposition Assessment which seeks for candidates to evaluate their dispositions. This document promotes a reflection on the development of values for future professionals. This assessment instrument is completed by the candidates at four check points (Introduction to teaching, Admission to candidacy, field experiences, pre-practicum and practicum. The data collected helps the Teacher Education Council and the Unit Assessment Committee know and verify the disposition of each candidate. On the other hand, each candidate must recognize diversity within the school environment. For this reason, during the initial observations and field experiences the candidates must carry out an analysis of the school nucleus/site and complete the diversity form (4.1.3). This analysis helps the candidate become aware of the diversity of the school environment in which he/she performs field experiences. Therefore, this practice contributes to forming professionals who take into account how their practice affects communities and families.

All student-teachers must recognize and adapt their teaching to be aligned and relevant with their student's diversity in K-12. Student teachers are required to identify diversity and apply strategies/tools to meet the needs of

a diverse population. For example, EDUC 202 (Introduction to the Study of the Exceptional Child and Assistive Technology) integrates diversity and technology so as to equip candidates with tools or strategies to meet the needs of a special population.

Teacher candidates and student teachers during their field experiences, pre-practicum or practicum, must identify and adapt their teaching to meet the individual differences of their students. For example, one of the tool we use to assess them in regards to meeting individual differences of their students during field experiences is stated the Summative Evaluation (4.1.5). During their pre-practicum and practicum candidates have a formative and summative assessment in which one item deals with diversity. (4.2.3; 4.2.4). Our TPP seeks to ensure that its graduates continue to improve, learn, and apply new strategies to deal with diversity. Several workshops are designed yearly. We try to address topics that help current professionals in the field and our alumni's to differentiate instruction.

b. Statement of integration of technology

\* i. Analysis of evidence that demonstrates technology integration

Antillean Adventist University, has several technological systems to ensure the provision of administrative services and teaching.

Systems:

. E-Cams: Platform that is used to perform each of the administrative processes. It also allows the student to select courses and follow up on progress.

. Moodle: Platform that is used for online course.

. Smart Boards: Currently we have three smart boards (2 for undergrad students and 1 for grad students).

. Video conference: One video conference room for Grad Studies.

. Technological labs: There are eleven computer labs throughout the university.

. Infocus: The classrooms have infocus projectors that facilitate the teaching-learning process.

. TV's: Several of the classrooms have TV's to support the teaching-learning process.

Every candidate in the Teacher Preparation Program can access information, sequences, application process for admission and other documents through

Antillean Adventist University website (Evidence: UAA Web site - <https://www.uaa.edu>, <http://www.uaa.edu/eng/index.php/education-about>). It also contains a database of each applicant and the files are created and collected digitally in the Office of Admissions and Registrar, where each candidate is followed-up.

Antillean Adventist University is aware that technology is extremely important for a relevant and updated teaching-learning process for the 21st century. Therefore, all the academic departments of the Institution use e-Cams portal, Moodle, e-mails, among others through the Internet. Antillean Adventist University faculty utilizes educational technology tools to enhance the learning process for our students (1.4.1 Under-graduate Catalog, page # 6).

EDUC 301 (Educational Technology) is a required course for all our candidates. This course gives the students the opportunity to design different teaching materials per theme presented in their daily plan. During this academic year 2016-17, 93% of enrolled students used microcomputer and Internet to conduct an interactive poster, demonstrating proficiency in the use of integration of videos and activities to be used in the demonstration of their lesson plan. The candidates demonstrated knowledge and skills using technology according to the objectives of the course MC: 2 c and 2D and MC: 1B, 1 d and 2D (see objectives of appraisal, first page of the document).

The approval of a federal proposal that was obtained five years ago, has made a positive impact in our Institution; it has allowed us to do the following:

- . Collect data in seminars/workshops offered to the faculty in the use of technology. This has helped the Institution not only train faculty on the use of equipment, but also to compile information for accrediting agencies in the area of technology.
- . Offer more online courses in the School of Education (Bilingual Certification, Special Education Certification and Special Education Master's Degree).
- . Meet the needs of those students that work and who cannot physically visit our campus.

Each candidate needs to integrate the use of technology in their learning environment by designing an electronic portfolio (1.1.11) in which they develop skills in the area of technology through the use of computers in the design of the electronic portfolio, design of daily lesson plans, creation of a teaching philosophy, rubrics, tests (2.3.1), electronic communication, delivery of electronic documents through e-Cams portal, Moodle platform, development, and creation of didactic materials through interactive presentations designed in PowerPoint and Powtoon, creation of interactive

posters.

. Evidence Glogster: <http://edu.glogster.com/glog/gretchens-literary-genres-49627225/27lploko7l4> [http://edu.glogster.com/Glog/glog-from-ponce-pr-may-05-2016-49626869 / 2ea0k98wapo](http://edu.glogster.com/Glog/glog-from-ponce-pr-may-05-2016-49626869/2ea0k98wapo).

. Creating Voki an avatar that will explain to the students some instructions (Evidence 1.5.2) [http://www.voki.com/Site/pickup?Scid=12646108 & width = 575 & height=323&chsm=3c4487abac85b7e55a04369da96e6ca7](http://www.voki.com/Site/pickup?Scid=12646108&width=575&height=323&chsm=3c4487abac85b7e55a04369da96e6ca7), among others (1.5.2).

Through learning opportunities, the candidate develops skills to: first, facilitate and inspire learning and creativity using technology; second, develop learning experiences, and third, model digital age work and learning. In addition to integrating the use of technology in face-to-face courses, the candidate can take hybrid or online courses to work with digital information, search information on web pages, forums discussions and interaction with peers, online testing, and the use of Respondus (1.5.1, 1.5.2).

Teacher candidates, graduate students, and alumni of the School of Education, Humanities, and Psychology of Antillean Adventist University have the opportunity to visit the facilities of the Center for Graduate Studies (CREG). This Center offers continuing education seminars and workshops in face to face or virtually. (Evidence: <https://uaacreg.wordpress.com>)

#### IV. Areas for Improvement (AFIs) from previous accreditation decisions, if any

a. Statement of progress in support of removing the AFI (s)

Does not apply

b. Overview of evidence in support of removing the AFI (s)

No Evidence found.

c. Holistic summary statement (through comparison, benchmarking, trend interpretation, etc.) that provides a narrative explication for how the evidence collection, taken as a whole, demonstrates that area(s) for improvement are corrected.

Does not apply

## V. Selected Improvement Plan

a. Provide a description of the selected area for improvement and a rationale for selection.

\* b. Identify goals and objectives aligned with the selected area for improvement

\* c. Describe the specific strategies and interventions to be implemented in the Selected Improvement Plan along with a timeline for implementation

\* d. Present a complete description of the assessment plan that details how each goal or objective is to be assessed

\* e. Describe the resources available to implement the plan. This includes staffing and faculty cost (time, salary, or reassignment time), budgeting impacts such as travel or training costs, expertise, and other resources

If preferred, please upload entire SI plan as an attachment here.

See Attachment panel below.

Selected Improvement Plan Evidence

No Evidence found.

## State Standard(s) Evidence

Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard and answer any questions provided by the state.)

- 1  1.1.7 Activity Calendar DE.pdf
- 2  1.4.1 PR DE STANDARDS AND EXPECTATIONS AND CURRICULAR MAPS (1).pdf
- 3  2.1.1-Law-129-Regulating-Clinical-Education-Experiencies-in-Puerto-Rico.pdf
- 4  2.1.2 Memorandum Letter 2 2012- 2013.pdf

Please click "Next"

This is the end of the Self-study Report. You may log out at any time and come back to continue; your report will be saved.

When you are ready to submit the report click "Next" below. This will take you to the submit button on the next page. Once you click on "Submit" you will not be able to make changes to the report and evidence.