Outcome Measures
MEASURE 3. Candidate Competency at Program Completion (R3.3)

To ensure that teacher-candidates have the academic competencies to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought, the PEM use multiples measures and data sources.

First, the PEM uses multiple sources of evidence to triangulate that candidates are prepared for certification at completion and they are ready to move into the profession. The grade for the clinical experiences must be a minimum of B, which compiles a rigorous evaluation process consisting of evaluation visits, narrative progress reports, suggestion booklet, evaluation of the candidate's competencies, portfolio evaluation, and a self-evaluation carried out by the candidate in Clinical Experience II, the candidate is visited at least three times. In each of these visits, the candidate is evaluated by the cooperating teacher and by the supervisor of clinical experiences (minimum 3 evaluation visits in EDUC 4013, 3 evolutions by the cooperating teacher and 3 by the supervisor). In addition, during Clinical Experience II, the instrument of the evaluation of competencies is administered twice, in the midterm, and at the end of the experience. This instrument is administered by the teacher facilitator and by the experience supervisor (for a total of 4 evaluations). Therefore, when the candidate finishes his clinical experience with a

minimum of B he has gone through a selective screening process that guarantees the quality of his execution.

On the other hand, the candidate must pass the comprehensive integration of Basic Knowledge and Communication Skills and Integration of Professional Skill courses. These courses consist of partial exams, virtual laboratories, and comprehensive final exam in each of them.

Finally, the state sets out the academic and professional requirements that an aspiring teacher must pass in order to obtain a regular teaching certificate. This will allow them to practice as teachers in the public and private schools of the Island, in accordance with Law 94 of June 21, 1955, as amended, known as the Law to Regulate the Certification of Teachers. Among the requirements necessary to obtain certification, it is established that the applicant must take and pass the Teacher Certification Test (PCMAS). Once the teacher candidate meets the requirements, the PEM refers and authorizes the administration of the Teacher Certification Tests (Circular Letter No. 13-2019-2020 and Regulations for the Certification of Teaching Personnel of Puerto Rico).

The data obtained over three cycles for each of the aforementioned measures are described below. The results obtained by Aguadilla completers in PCMAS evidence they have the academic competencies to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification (see table below).

IAUPR Aguadilla, 2022 EPP Annual CAEP Accountability Measures

	Passing Rate of PCMAS corresponding to Cohorts from 2015-16 to 2020-2021						
	2015-16	2016-17	2017-18	2018-19	2020-2021	Average of PCMAS (2015-16 al 2018-19) ("Composite Summary Pass Rate")	Classification
Aguadilla	67%	88%	89%	100%	100%	86%	Excellent

PCMAS Institutional Report Aguadilla Campus-Passing Rate by Specialty

PCMAS	2016	2017	2018	2019
General	(n=18) 83.33%	(n=10) 70.00%	(n=8) 62.50%	(n=14) 92.86%
Spanish	(n=0) -	(n=1) 100.00%	(n=0) -	(n=2) 50.00%
English	(n=8) 62.50%	(n=5) 100.00%	(n=1) 100.00%	(n=3) 66.67%
Science	(n=3) 100.00%	(n=1) 100.00%	(n=0) -	(n=2) 100.00%

The table below (Clinical Experience Courses) shows the general averages obtained for the two practicum courses (Clinical Experience in the Educational Scenario I and Clinical Experience in the Educational Scenario II) segregated by major for the cycles corresponding to Fall 2019, Spring 2020, and Fall 2021. It is important to note that EDUC 3015 course is not divided by major because, even though the completers participate in a scenario aligned to their major, all teacher-candidates from all majors are enrolled in this course simultaneously. On the other hand, EDUC 4013 is segregated by major as noted by the letter at the end of the course number (e.g. EDUC 4013A corresponds to Clinical Experiences in the Educational Scenario II for Preschool Level Education major).

The general averages shown in the table correspond to a 4.0 scale to establish a comparison scale relating to the benchmark value of 3.0. Based on this benchmark, most of the Clinical Experience in the Educational Scenario II courses met and exceeded the metric. Only EDUC 4013A (Clinical Experiences in the Educational Scenario II- Preschool Level Education) for Fall 2019, EDUC 4013B (Clinical Experiences in the Educational Scenario II- Elementary Primary Level (K-3) for Fall 2019, and EDUC 4013E (Clinical Experiences in the Educational Scenario II- English as a Second Language at the Elementary Level) for Fall 2021 met the metric without exceeding it.

Finally, the table also includes in the last row the general averages per cycle corresponding to all the completers. Averages for the three cycles are 3.58, 3.84, and 3.96 for Fall 2019, Spring 2020, and Fall 2021 respectively. All the cycles met and exceeded the benchmark. Completers were evaluated from two perspectives: facilitating teacher and course professor, therefore, this general average evidence that the completers all well prepared for the P-12 educational scenario based on the competencies described in this rationale.

Clinical Experience Courses			
MAJOR / CONCENTRATION	**2018-19**	**2019-20**	**2020-21**
EDUC 3015: Clinical Experiences in the Educational Scenario I	(n=11) 3.36	(n=12) 3.67	(n=16) 4.00
EDUC 4013A: Clinical Experiences in the Educational Scenario II- Preschool Level Education	(n=1) 3.00	(n=0)	(n=0)
EDUC 4013B: Clinical Experiences in the Educational Scenario II- Elementary Primary Level (K-3)	(n=2) 3.00	(n=2) 4.00	(n=2) 4.00

Clinical Experience Courses			
MAJOR / CONCENTRATION	**2018-19**	**2019-20**	**2020-21**
EDUC 4013D: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Secondary Level	(n=4) 3.75	(n=3) 4.00	(n=1) 4.00
EDUC 4013E: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Elementary Level	(n=1) 4.00	(n=1) 4.00	(n=1) 3.00
EDUC 4013F: Clinical Experiences in the Educational Scenario II- Elementary Physical Education	(n=0)	(n=2) 4.00	(n=2) 4.00
EDUC 4013G: Clinical Experiences in the Educational Scenario II- Special Education	(n=3) 4.00	(n=3) 4.00	(n=1) 4.00
EDUC 4013K: Clinical Experiences in the Educational Scenario II- Secondary Physical Education	(n=0)	(n=1) 4.00	(n=0)
EDUC 4013O: Clinical Experiences in the Educational Scenario II- Secondary Education in Biology	(n=2) 4.00	(n=0)	(n=0)
EDUC 4013R: Clinical Experiences in the Educational Scenario II- Secondary Education in Spanish	(n=2) 4.00	(n=1) 4.00	(n=0)
Mean	**(n=26) 3.58**	**(n=25) 3.84**	**(n=23) 3.96**

The following table (Passing Rate) shows the percentage of students that obtained a 70% or more in the EDUC 4551 and EDUC 4552 courses. The 70% is the benchmark to obtain a pass in each course which allows the completer to receive the recommendation for licensure endorsement (authorization to request the PCMAS). The

passing rate corresponding to Fall 2019, Spring 2020, and Fall 2021 all exceeded the 80% of completers registered in the courses. This passing rate correlates to the passing rate of our completer in the PCMAS' Licenciature Test.

	Passing Rates – Licenciature Gateway Courses					
Courses	2018-2019		2019-2020		2020-2021	
	P	NP	P	NP	P	NP
EDUC 4551	n=15 88.24%	n=2 11.76%	n=8 80.00%	n=2 20.00%	n=11 100.00%	n=0 0.00%
EDUC 4552	n=13 100.00%	n=0 0.00%	n=8 100.00%	n=0 0.00%	n=11 84.62%	n=2 15.38%

The EXCL03-EDUC 4013 table shows the partition of the Rationale 1 in its sub-standards, calculating the general average (using a 4.0 scale) assigned by the cooperating teacher and the course instructor using the rubric (name) for each substandard of R1. This general average obtained from both the instructor and the cooperating teacher is used as a parameter to determine how prepared are the completers relating to content knowledge, foundational pedagogical skills, and technology integration in their respective P-12 fields. These partitions were segregated by cycles (Fall 2019, Spring 2020, and Fall 2021) and general averages were calculated for each substandard to determine how completers comply with each one. Additionally, a general average corresponding to the 4 substandard was calculated per cycle to determine general compliance with the entire Rationale 1 for each cycle.

Using a 3.0 value as a benchmark, which correlates to the expected program admission entrance and graduation GPA, all sub standards met and exceeded the metric in every cycle. Additionally, an overall general average was calculated to determine

compliance related to how well prepared our competitors were. This overall score was calculated using the general averages of rationales R1.1 to R1.4 in every cycle. This overall average score means that if a GPA were to be given to the program using the scores of the past three cycles IAUPR-A has a 3.78 GPA which demonstrated excellence in teacher preparation.

EXCL03 – EDUC 4013					
General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Fall 2019	3.70	3.81	3.61	3.78	3.72
Spring 2020	3.92	3.68	3.65	3.86	3.78
Fall 2020	4.00	3.75	3.88	3.71	3.83
Averages	**3.87**	**3.75**	**3.71**	**3.78**	**3.78**

The table below (EXCL04 Clinical Experiences I Evaluation Instrument by the Facilitative Teacher) shows a general average per cycle for each substandard corresponding to the rationale 1. This rubric corresponds to the completers class evaluation conducted by facilitating teacher. The established benchmark was set a 3.0 to correlate this value numerically with the admissions GPA and graduation GPA. Based on the scores obtained throughout the last three cycles, IAUPR-A completers are well prepared in all the components of the Rationale 1 since the general averages surpass the 3.0 minimum expected result.

EXCL04-EDUC 3015

R1.1	FALL 2020	SPRING 2021	FALL 2021
	3.86	3.90	3.83
R 1.2	3.90	3.96	3.81
R 1.3	3.83	3.86	3.82
R 1.4	3.96	3.97	3.92

The instrument used to evaluate classes taught by the teacher-candidate (EXCL02) allows to verify and evidence that they have the academic competences to teach effectively with positive impacts on diverse P-12 student learning and development. It facilitates evaluating the application of content knowledge, the foundational pedagogical skills, and technology integration in the fields were certification is sought. Table EXCL02-EDUC 3015, shows the general results of the application of this instrument, during three cycles, in the Clinical Experience I.

The results presented show the average of the scores assigned by the facilitative teacher and the supervisor of clinical experiences. The overall average of three cycles classified by Rationale is presented. The data shows an overall average of 4.78 for the Rational 1.1 (The Learner and Learning) application. The overall average for the application of Rational 1.2 (Content) was 4.74 for Rational 1.3 (Instructional Practice) and 4.80 for Rational 1.4. In addition, the overall average of all Rationales per cycle was 4.73 in Fall 2020, 4.82 in Spring 2021, and 4.74 in Fall 2021. The expected value for the candidates' performances is a score between 4 and 5 to determine if they meet or

exceeded the performance in the criteria; therefore, the data show that the completers meet and exceed the expectations in the evaluated performance.

On the other hand, Table EXCL02 - EDUC 4013 shows the results of the administration of the EXCL2 instrument in Clinical Experience II. The data presented shows that the completers, during the Fall 2019, Spring 2020, and Fall 2020 cycles obtained scores that exceed the expected value (benchmark) for each group of criteria, grouped by Rationales. and in general terms. The averages of the overall scores per oxy cycle ranged from 4.73 to 4.82, exceeding expectations.

EXCL02 - EDUC 3015					
General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Fall 2020	4.80	4.57	4.69	4.88	4.73
Spring 2021	4.82	4.84	4.78	4.86	4.82
Fall 2021	4.73	4.81	4.73	4.67	4.74
Averages	**4.78**	**4.74**	**4.74**	**4.80**	**4.76**

EXCL02 - EDUC 4013					
General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Fall 2019	4.35	4.31	4.31	4.33	4.33
Spring 2020	4.60	4.67	4.63	4.70	4.65
Fall 2020	4.61	4.64	4.63	5.00	4.72
Averages	**4.52**	**4.54**	**4.52**	**4.68**	**4.56**

The Self-Assessment Questionnaire, EXCL01, is administered in field and clinical experiences. The answers offered by the teacher-candidates in their Clinical Experience I and II provide valuable information about how close they feel in relation to the goals of the Program. In other words, how prepared they feel to effectively carry out the teaching work. The instrument uses a Likert scale from 0 to 4, where zero represents that the candidate does not put the criterion into practice and four represents that he performs it between 90% and 100% of the time. The expected value in this instrument is 85% equivalent to a 3.4 on the Likert scale.

When analyzing the results (see table below), it can be observed that in Clinical Experience I, teacher-candidates report executing the criteria, grouped in each of the four sections, between 3.57 and 3.84. In the case of Clinical Experience II, teacher-candidates report executing the criteria in sections between 3.78 and 3.96. This shows that, in the opinion of the candidates, they meet the criteria conducive to the achievement of the goals of the MSP, meeting and exceeding expectations.

	EDUC 3015	EDUC 4013
Section I	3.57	3.83
Section II	3.84	3.96
Section III	3.66	3.84
Section IV	3.64	3.78

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