

2023-2024

Candidates Disposition Survey Summary Report



Educator Preparation Program

University of Puerto Rico in Aguadilla

Department of Education and Physical Education

Introduction

The Educator Dispositions Assessment serves as a critical tool in evaluating the attitudes and abilities of teacher candidates within our program. It assesses five dispositions, categorized into three levels of proficiency: 20 = Target, 10 = Acceptable, and 0 = Unacceptable. This assessment aims to identify candidates who may require tailored professional development plans to enhance specific dispositions.

During the 2023-2024 academic year, a total of twenty candidates were evaluated by clinical educators in their practical settings. The assessment results are crucial for determining the effectiveness of our training program and deciding whether adjustments are necessary. The continuous monitoring of this assessment tool helps ensure that it remains an effective measure of candidate preparedness and disposition towards teaching.

During the academic year 2023-2024, our Educator Preparation Program (EPP) successfully assessed those twenty teacher candidates, with all candidates meeting the expected competencies in every evaluated criterion. These assessments were conducted by two clinical educators.

Is important to mention that UPRAg EPP created Assessment 7: Professional Responsibility Rubric in Spring 2024. This instrument was suggested by the Clinical Practice Committee. It was created and reviewed by this committee members, who is composed of the Director of the EPP Department, Clinical Practice Coordinator, and Clinical Supervisors. Also, it was implemented during the academic year 2023-2024 (Spring 2024), that is why the EPP can present only one cycle of data for now.

M3: Candidates Disposition Survey

R3.3 Competency at Completion

Academic Year: 2023-2024

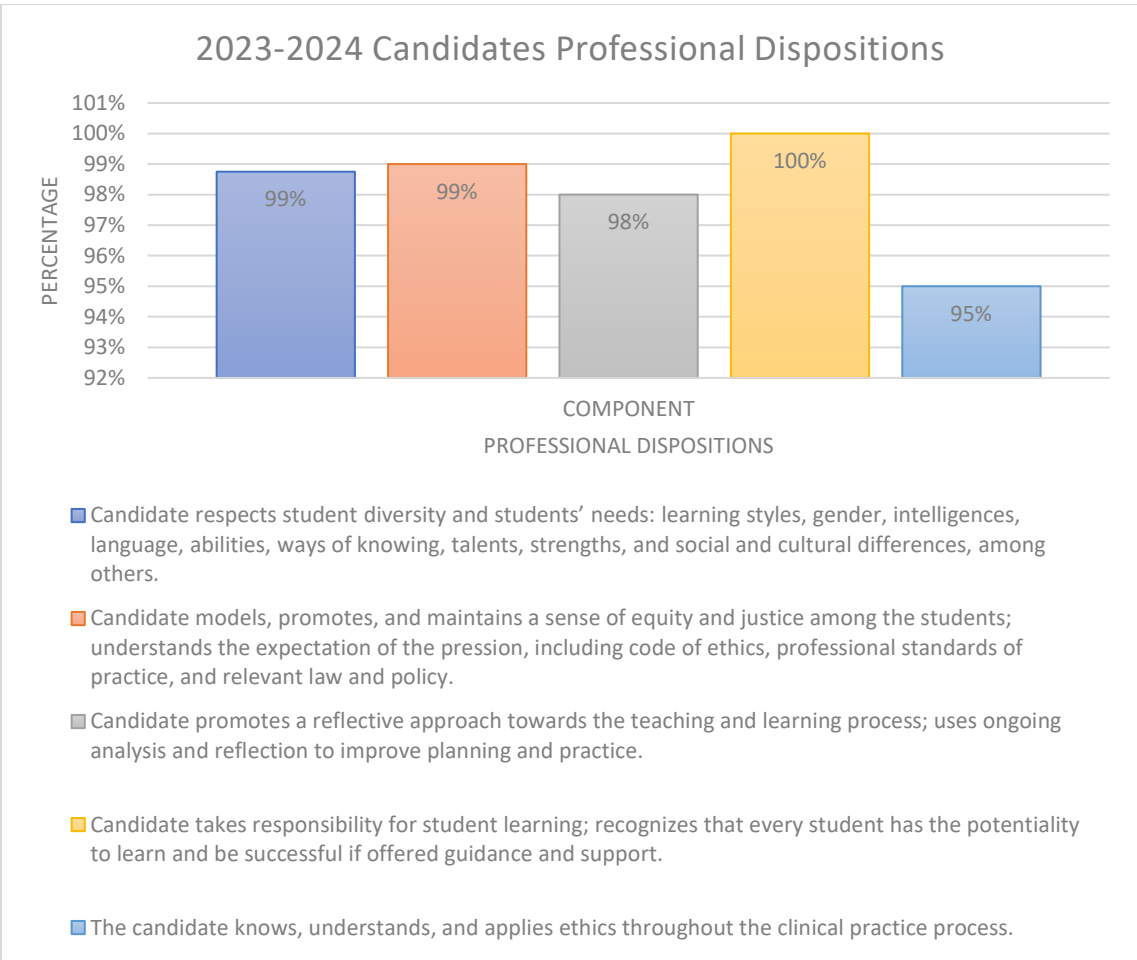
Number of Clinical Educator: N=2

Number of Candidates: N = 20

Criteria	Unacceptable	Target	Acceptable
Candidate respects student diversity and students' needs: learning styles, gender, intelligences, language, abilities, ways of knowing, talents, strengths, and social and cultural differences, among others.			99%
Candidate models, promotes, and maintains a sense of equity and justice among the students; understands the expectation of the profession, including code of ethics, professional standards of practice, and relevant law and policy.			99%
Candidate promotes a reflective approach towards the teaching and learning process; uses ongoing analysis and reflection to improve planning and practice.			98%
Candidate takes responsibility for student learning; recognizes that every student has the potentiality to learn and be successful if offered guidance and support.			100%
The candidate knows, understands, and applies ethics throughout the clinical practice process.			95%

The table above shows only one cycle of data about the candidates' professional dispositions per component. A total of twenty (20) EPP candidates were evaluated and considered for the academic year 2023-2024.

An average of ninety-eight (98%) of the EPP candidates demonstrated being successful in all professional dispositions. A hundred percent (100%) of the candidates take responsibility for student learning; recognizes that every student has the potential to learn and be successful if offered guidance and support. A ninety-nine (99%) EPP candidates models, promotes, and maintains a sense of equity and justice among the students; understands the expectation of the profession, including code of ethics, professional standards of practice, and relevant law and policy, and candidates respects student diversity and students' needs: learning styles, gender, intelligences, language, abilities, ways of knowing, talents, strengths, and social and cultural differences, among others. In addition, ninety-eight (98 %) of the candidates promote a reflective approach towards the teaching and learning process, using ongoing analysis and reflection to improve planning and practice. Furthermore, ninety-five (95%) of the EPP candidates know, understand, and apply ethics throughout the clinical practice process. In general, these results indicated that the preparation taught to our candidates in UPRAg EPP was successful.



Continuous Improvement

Despite outstanding results, our Educator Preparation Program remains committed to continuous improvement. We will continue to evaluate and adjust our assessment tools and methods to ensure their effectiveness and relevance. Additionally, we will look for ways to enhance our professional development initiatives to ensure that our candidates are equipped to face current educational challenges. These improvements will be implemented gradually and thoughtfully, ensuring they are well-aligned with the needs and capabilities of the program and its participants.

Also, the EPP is aware of the importance of data control and will continue improving their record keeping of their data, since the EPP identified in the transition of the departments some data was not found.