# 2022-2023

# Completers School Community Service Project Summary Report

# Introduction

During the academic year 2022-2023, teacher candidates at the Universidad de Puerto Rico in Aguadilla undertook a School Service Community Project designed to showcase their proficiency in various competencies related to their subject matter.

The project required candidates to demonstrate mastery and knowledge of the subject matter, understanding of the student and the learning process, ability to organize and manage the learning environment, effective oral and written communication skills, positive relationships with the school community, and professional performance. Each competency was evaluated using a three-point scale: Exceeds Standards, Meets Standards, and Approaches Standards.

Among the twenty-four candidates assessed, the results indicate varying levels of proficiency across different competencies. An average of 97% of the candidates demonstrated that Exceeds Standards in their final grades. Those candidates consistently demonstrate strong knowledge, skills and disposition for effective planning of instruction. The final grade of the candidates SCSP were from 83% - 100%.  The lower grade score was 83% and the highest score was 100%.
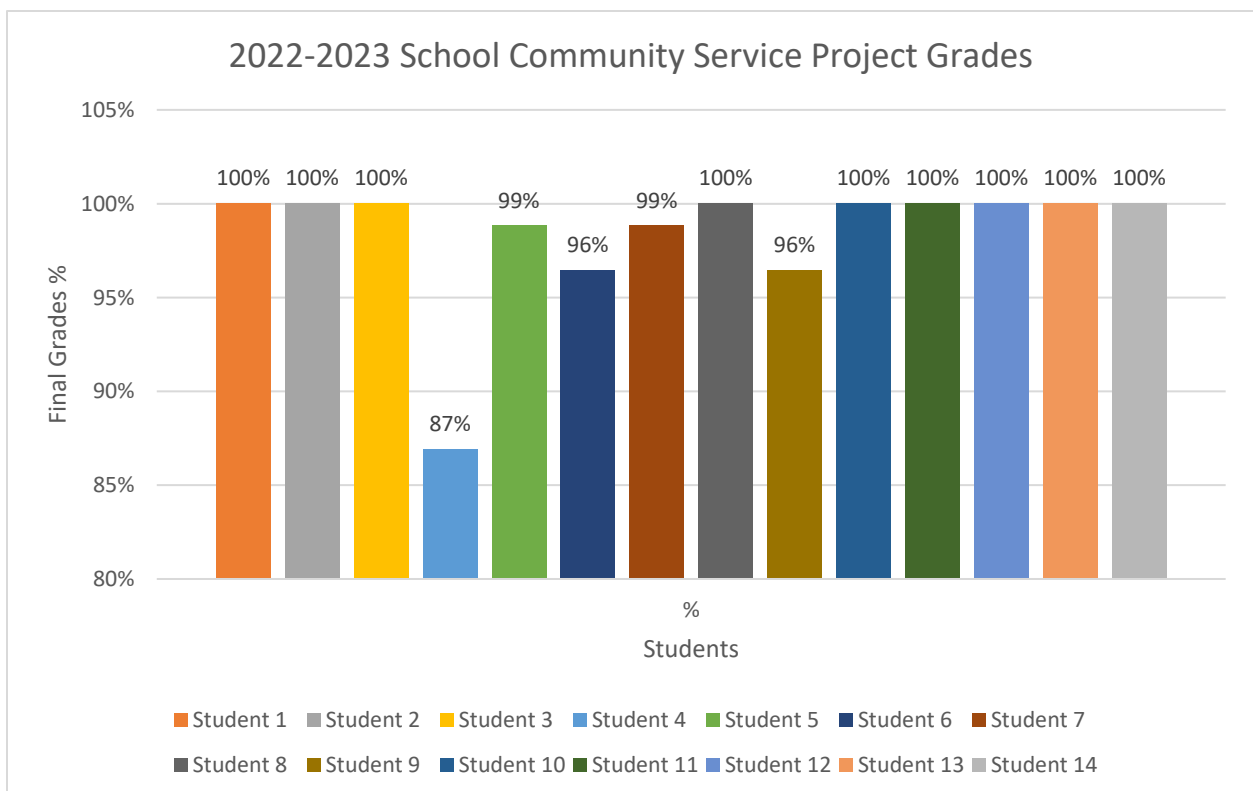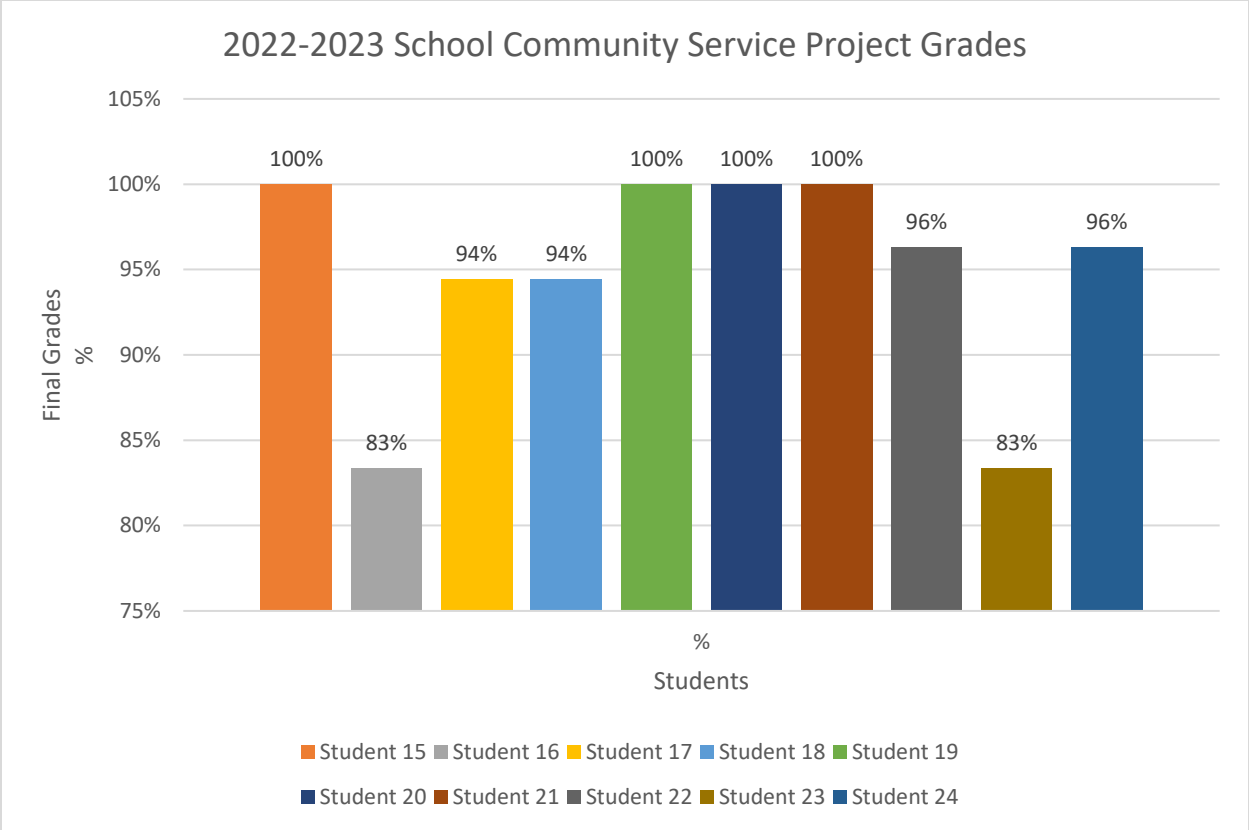
## 2022-2023 School Community Service Project Grades



Among the twenty-four candidates assessed, the results indicate varying levels of proficiency across the eighteen competencies. Ninety-five (95%) of the candidates demonstrated that the candidates Exceed Standards performance, three (3%) rated as Meets Standard and two (2%) Approaches Standards.

*Candidates School Service Community Project*

R3.3 Competency at Completion

Academic Year: 2022-2023

N= 24

| Competency | Exceeds Standard (3) | Meets Standard (2) | Approaches Standard (1) |
|---|---|---|---|
| 1. Situations, needs or the possibility for service is identified according to contextual factors; it involves considerable use of time, effort and allows the development of the competences of the candidate across the curriculum to address its solution. | 24 | 0 | 0 |
| 2. Report evidences a knowledge and use of rhetorical and discourse structures that enhance student learning. | 23 | 1 | 0 |
| 3. The research process is broad: gathers information and analyses the dimensions of the situation. | 22 | 2 | 0 |
| 4. Through the report justification, the candidate identifies the intended impact on the needs of community. | 22 | 2 | 0 |
| 5. Documentation of communications and reflections processes before planning, foster collaboration within the larger community and are related to the teaching process. | 22 | 2 | 0 |
| 6. The process of conceptualizing the problem and its solution is based on the candidate's knowledge, skills and dispositions to consider different alternatives, analyze decisions and resources available. | 23 | 1 | 0 |
| 7. The action plan includes qualities and techniques that support effective family participation. | 18 | 0 | 6 |
| 8. The incorporation of the community as a direct partner in the project is documented. | 22 | 0 | 2 |
| 9. The action plan shows knowledge of the learning theories and the community (based on the time, resources available and the expectation of the community to be addressed). | 24 | 0 | 0 |
| 10. Candidate addresses the variety amongst how individual students develop their cultural identity and how it affects student learning. | 24 | 0 | 0 |

| | | | |
|---|---|---|---|
| 11. Candidate carries out the activities according to the objectives and the established plan. | 24 | 00 | 0 |
| 12. Evidence of all the documents used during the process (letter to the school principal to request authorization, letters to the resources and his supervisors, letters and posters to announce the activity, attendance sheets, agenda, certificates, evaluation forms, and others) are included. | 20 | 4 | 0 |
| 13. Interventions are adjusted to the projected plan according to ongoing assessment and reflections; any modifications that arises are justified. | 24 | 0 | 0 |
| 14. Behaves respectfully and promotes in-depth awareness of the effects of his/her actions and decisions on students, parents, and other members of the community. | 23 | 1 | 0 |
| 15. Documents the impact of the intervention; demonstrate the contribution of the project on the target population. | 24 | 0 | 0 |
| 16. Describes the mutual learning: both personal and of the community as a collaborative relationship. | 22 | 2 | 0 |
| 17. Self-Assessment (reflection on the process) | 24 | 0 | 0 |
| 18. Grammatical structure of the written report. | 24 | 0 | 0 |
| Average | 22.72 | 0.83 | 0.44 |
| Percentage | 95% | 3% | 2% |

## Continuous Improvement

To enhance candidate performance, the program may provide additional training in the following competencies:

- 7. The action plan includes qualities and techniques that support effective family participation.
- 8. The incorporation of the community as a direct partner in the project is documented.
- 12. Evidence of all the documents used during the process (letter to the school principal to request authorization, letters to the resources and his supervisors, letters and posters to announce the activity, attendance sheets, agenda, certificates, evaluation forms, and others) are included.

These competencies can be classified into categories, for example competencies 7 & 8 as Relationship with the school community, competency 12 as Professional Performance. Additionally, fostering a collaborative and supportive school environment can strengthen positive relationships with the school community and enhance candidates ' professional performance. These measures will ensure that future educators are equipped to meet the diverse needs of students and positively impact their communities.