

2024-2025

# 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

0 = Unacceptable

This assessment aims to identify candidates who may require tailored professional development plans to enhance specific dispositions.

During the 2024–2025 academic year, a total of five candidates were evaluated by clinical educators in their practicum settings. The assessment results are crucial for determining the effectiveness of our training program and whether adjustments are needed. Continuous monitoring of this assessment tool ensures that it remains an effective measure of candidate preparedness and disposition toward teaching.

In the 2024–2025 academic year, our Educator Preparation Program (EPP) successfully assessed five teacher candidates, all of whom met the expected competencies in every evaluated criterion. These assessments were conducted by two clinical educators.

UPRag EPP developed *Assessment 7: Professional Responsibility Rubric* in Spring 2024, as recommended by the Clinical Practice Committee. In the 2023–2024 cycle, one area for improvement (AFI) identified by CAEP members was the need to continue gathering data in future cycles. As part of this improvement effort, the EPP is continuing the implementation of the dispositions assessment during the 2024–2025 academic year (Spring 2025), which will mark the second cycle of data collection.

### M3: Candidates Disposition Survey

#### ***R3.3 Competency in Completion***

*Academic Year: 2024-2025*

*Number of Clinical Educator: N=2*

*Number of Candidates: N = 5*

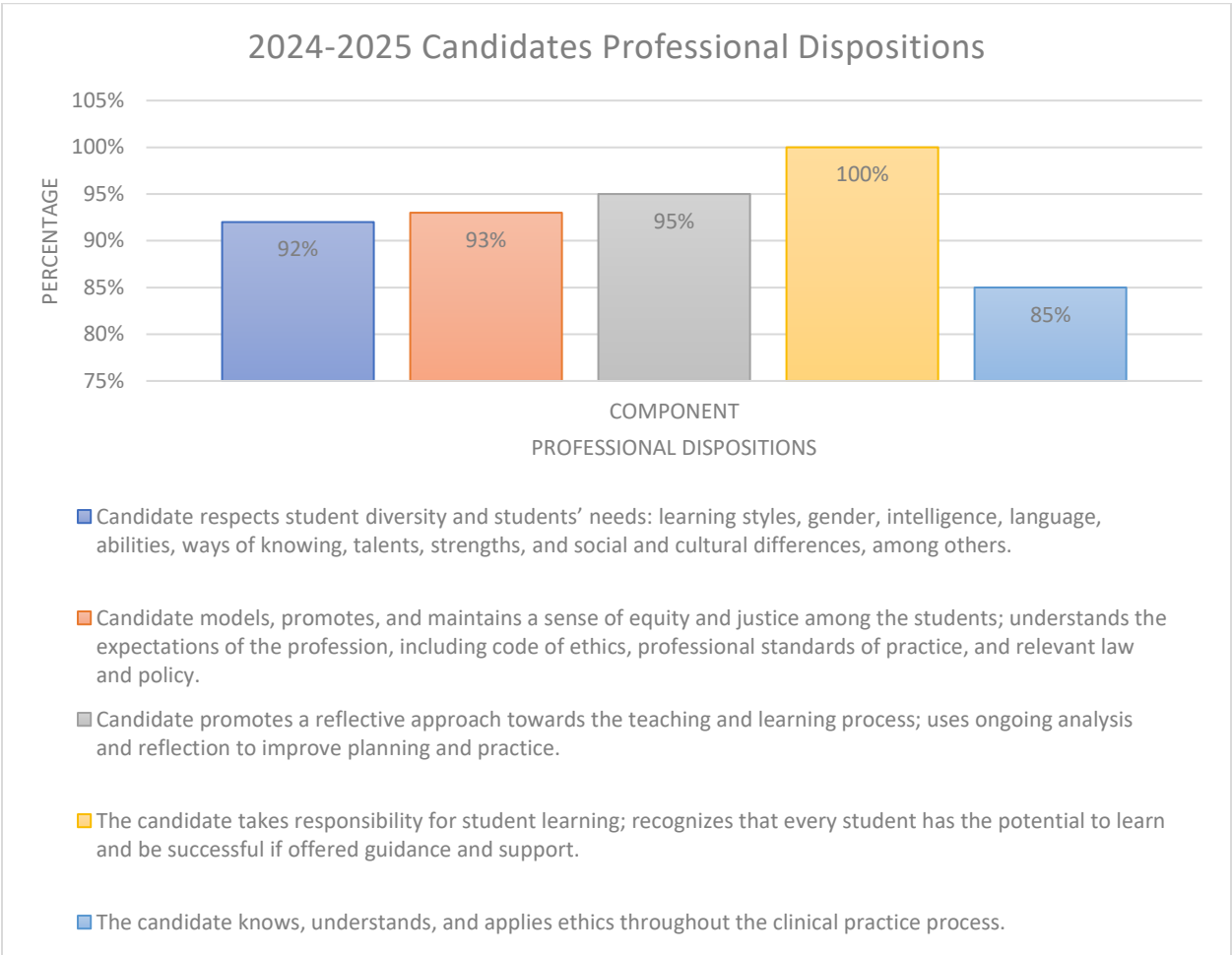
<b><i>Criteria</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Target</i></b>
Candidate respects student diversity and students' needs: learning styles, gender, intelligence, language, abilities, ways of knowing, talents, strengths, and social and cultural differences, among others.			92%
Candidate models, promotes, and maintains a sense of equity and justice among the students; understands the expectations of the profession, including code of ethics, professional standards of practice, and relevant law and policy.			93%
Candidate promotes a reflective approach towards the teaching and learning process; uses ongoing analysis and reflection to improve planning and practice.			95%
The candidate takes responsibility for student learning; recognizes that every student has the potential to learn and be successful if offered guidance and support.			100%
The candidate knows, understands, and applies ethics throughout the clinical practice process.			85%

The table above shows only one cycle of data about the candidates' professional dispositions per component. A total of five (5) EPP candidates were evaluated and considered for the academic year 2024-2025.

An average of ninety-eight (93%) 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. Ninety-five (95%) EPP candidates promote a reflective approach towards the teaching and learning process; uses ongoing analysis and reflection to improve planning and practice.

In addition, ninety-three (93%) EPP candidates models, promotes, and maintains a sense of equity and justice among the students; understands the expectations of the profession, including code of ethics, professional standards of practice, and relevant law and policy. In the other hand, Ninety-two (92%) EPP candidate respects student diversity and students' needs: learning styles, gender, intelligence, language, abilities, ways of knowing, talents, strengths, and social and cultural differences, among others.

Furthermore, eighty-five (85%) 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 strong results, our Educator Preparation Program (EPP) remains committed to continuous improvement. We will continue to evaluate and refine our assessment tools and methods to ensure their effectiveness and relevance. Additionally, we will seek opportunities to enhance our professional development initiatives so that our candidates are well-prepared to meet current educational challenges. These improvements will be implemented gradually and thoughtfully, ensuring alignment with the needs and capabilities of the program and its participants.

The EPP also recognizes the importance of effective data management and will continue to improve its record-keeping practices. This marks our second data collection cycle, reflecting our ongoing commitment to continuous improvement as an Educator Preparation Program.