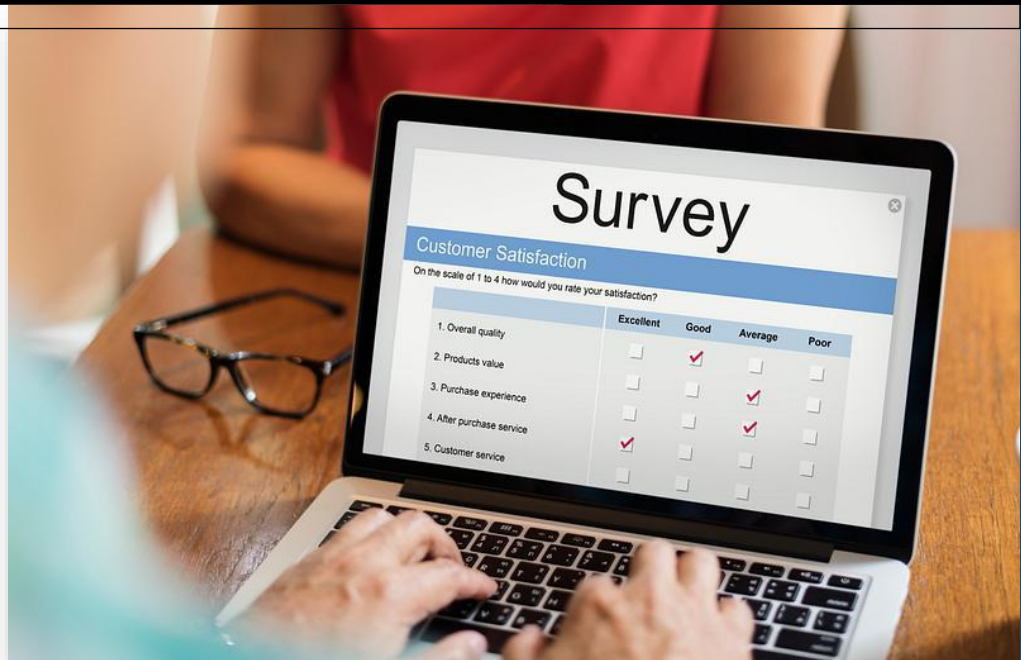


2023-2024

Clinical Practice and Completer Performance: School Director Survey Report



Educator Preparation Program

University of Puerto Rico in Aguadilla

Department of Education and Physical Education

Introduction

During the 2023–2024 academic year, the School Director Survey was distributed to 18 school directors from collaborating public and private educational institutions. This survey targeted administrators overseeing clinical practice placements for our 18 active student teachers during the second semester (January – May 2024). The compiled results reflect a highly positive response regarding the preparation and on-the-job performance of our program completers, showing outstanding evaluations across several core competencies.

The instrument utilized to compile this data is the *School Director Survey*, which was provided by the University of Puerto Rico at Mayagüez. This questionnaire is fully aligned with a graduate profile based on the InTASC 2013 National Professional Standards, the Puerto Rico Department of Education (PRDE) state professional standards, and the UPR-Aguadilla EPP mission and vision. To protect the identity of participating individuals and institutions, participation in this survey is voluntary, strictly confidential, and all data is published exclusively in an aggregate format.

The introductory portion of the survey collects vital demographic and contextual information, including:

- Generic school classification and broad regional location.
- Total institutional enrollment and grade levels served.
- Teaching certification areas represented by the alumni.
- Number of faculty members holding permanent contracts.
- Number of faculty members fully certified to teach their assigned subjects.
- Number of teachers with master's degrees.
- Faculty participation rates in regular professional development courses or workshops.

2. Evaluation Methodology and Scale

The School Director Survey includes four performance domains to evaluate how teachers graduated from the UPR-Aguadilla EPP compared to other recently recruited or novice teachers. Each targeted behavior is directly aligned with InTASC professional standards and utilizes the following 5-point evaluation scale:

4 – Very well prepared

3 – Well prepared

2 – Prepared

1 – Poorly prepared

0 – Not prepared

Evaluated Domains:

1. **Domain I:** Learner and Learning
2. **Domain II:** Content Knowledge
3. **Domain III:** Instructional Practice
4. **Domain IV:** Professional Responsibility

3. Data Analysis and Performance Matrix

The reporting sample size consists of four distinct responses (N = 4), tracking an equal distribution of public-school administrators (N = 2) and private school administrators (N = 2) collected through a combination of secure digital forms and verified hardcopy submissions.

Key Finding: Employers unanimously agreed (100%) that EPP completers meet or exceed professional benchmarks. Across the 44 total evaluations, exactly **50.0%** of responses rated completers as **Prepared (2)**, **13.6%** as **Well prepared (3)**, and **36.4%** as **Very well prepared (4)**. No scores fell into the unsatisfactory categories.

M2: Clinical Practice and Completer Performance: School Director Survey

R4.2 School Director Survey

Number of school directors: N=4

Number of public-school directors: N=2

Number of private school-directors: N=2

Criteria	Very well prepared (4)	Well prepared (3)	Prepared (2)	Poorly prepared (1)	Not prepared (0)
<i>1. Learner and Learning</i>					
1. Implement challenging learning experiences that are appropriate for developing their students. (InTASC 1, PRDE-TPS 2)	2	0	2		
2. Use their understanding of individual differences to adjust daily teaching to meet all their students' needs (including students with special needs). (InTASC 2, PRDE-TPS 5)	2	0	2		
3. Encourage a positive environment with social interactions that support active	2	0	2		

learning and self-motivation. (InTASC 3, PRDE-TPS 4)					
II. Content Knowledge					
4. Create learning experiences that make understanding of core disciplinary concepts accessible to students thereby stimulating learners to understand, ask questions, and analyze ideas. (InTASC 4, PRDE-TPS 8)	1	1	2		
5. Use and connect different perspectives to involve learners in a way that develops their critical thinking and creativity. (InTASC 5, PRDE-TPS 2)	1	1	2		
6. Use disciplinary knowledge to foster collaborative problem solving related to local or global issues. (InTASC 5, PRDE-TPS 2)	1	1	2		
III. Instructional Practice					
7. Use various assessment and evaluation forms to measure academic performance to engage learners in their own growth. (InTASC 6, PRDE-TPS6)	1	1	2		
8. Daily class plans and instruction reflects use of the corresponding content area standards. (InTASC 7, PRDE-TPS 3)	1	1	2		
9. In their daily planning they use various strategies to develop multiple skills to apply knowledge including the use of appropriate technology. (InTASC 8, PRDE-TPS 7)	2	0	2		
IV. Professional Responsibility					
10. Recognized as ethical and responsible teachers throughout the school community. (InTASC 9, PRDE-TPS 11)	2	0	2		
11. Meet regularly with school colleagues and student families	1	1	2		

to make decisions about class design and instruction given students. (InTASC 10, PRDE- TPS 9)					
Total Counts (44 entry marks total)	16	6	22	0	0
Percentage Distribution Across All Items	34.6%	13.6%	50.0%	0%	0%

4. Aggregate Synthesis of Findings

The consolidated dataset demonstrates that UPR-Aguadilla EPP candidates possess a well-rounded and structured professional preparation that translates into classroom environments. These four domains indicate that our completers consistently demonstrate:

- Solid content knowledge and effective instructional communication skills.
- A clear understanding of individual student development and differentiated learning needs.
- Consistent alignment of daily class objectives and planning with state educational standards.
- The ability to establish safe, structured, and collaborative learning environments that encourage active participation.
- Effective use of diagnostic, formative, and summative assessment strategies to support student growth.
- Meaningful integration of educational technology and instructional methodologies.
- Active collaboration with school administration, faculty colleagues, and families.

5. Continuous Improvement Actions

The aggregate feedback from our community employers serves as a validation of the curriculum while offering insight into program development. All surveyed administrators rated the overall preparation of our graduates as excellent and explicitly stated they would recommend this EPP to future educator candidates.

To build on these findings and maintain high professional standards, the program will integrate the specific qualitative suggestions provided by the administrators into its continuous improvement plan:

1. **Targeted Skill Reinforcement:** Continue to embed intensive differentiation strategies, core instruction alignment, and real-time classroom management training within our pre-service student seminars to maximize early classroom competency.
2. **Operational Adaptability:** Implement flexible support systems and tailored communication channels for student teachers who are filling critical vacancies or managing provisional teaching roles within their practice centers.
3. **Coordinated Communication:** Further streamline communication channels between university clinical supervisors, cooperating teachers, and school directors to ensure consistent, highly organized feedback cycles across all active practice centers.