

2024-2025

Completers Effectiveness Summary Report



Educator Preparation Program

University of Puerto Rico in Aguadilla

Department of Education and Physical Education

Description

The EPP utilizes *Assessment 4.2: Student Teaching Evaluation Rubric* to measure completer impact. Broad participation from overall partner schools allows the EPP to compile robust data to inform teaching effectiveness (Component 4.2). This component report was initially submitted in May 2025. The data demonstrates that our program is highly effective in producing qualified teachers who are competent educators, satisfied with the quality of the EPP, and successful in passing the licensure examination to obtain teaching certifications after completing their required coursework.

During the 2024-2025 academic year, the EPP analyzed data from Assessment 4.2 for the 2025 completer cohort. Out of the clinical candidates, 100% of the completers (N=5) were evaluated by their respective cooperating teachers (CT) during the academic year to share data on their teaching effectiveness.

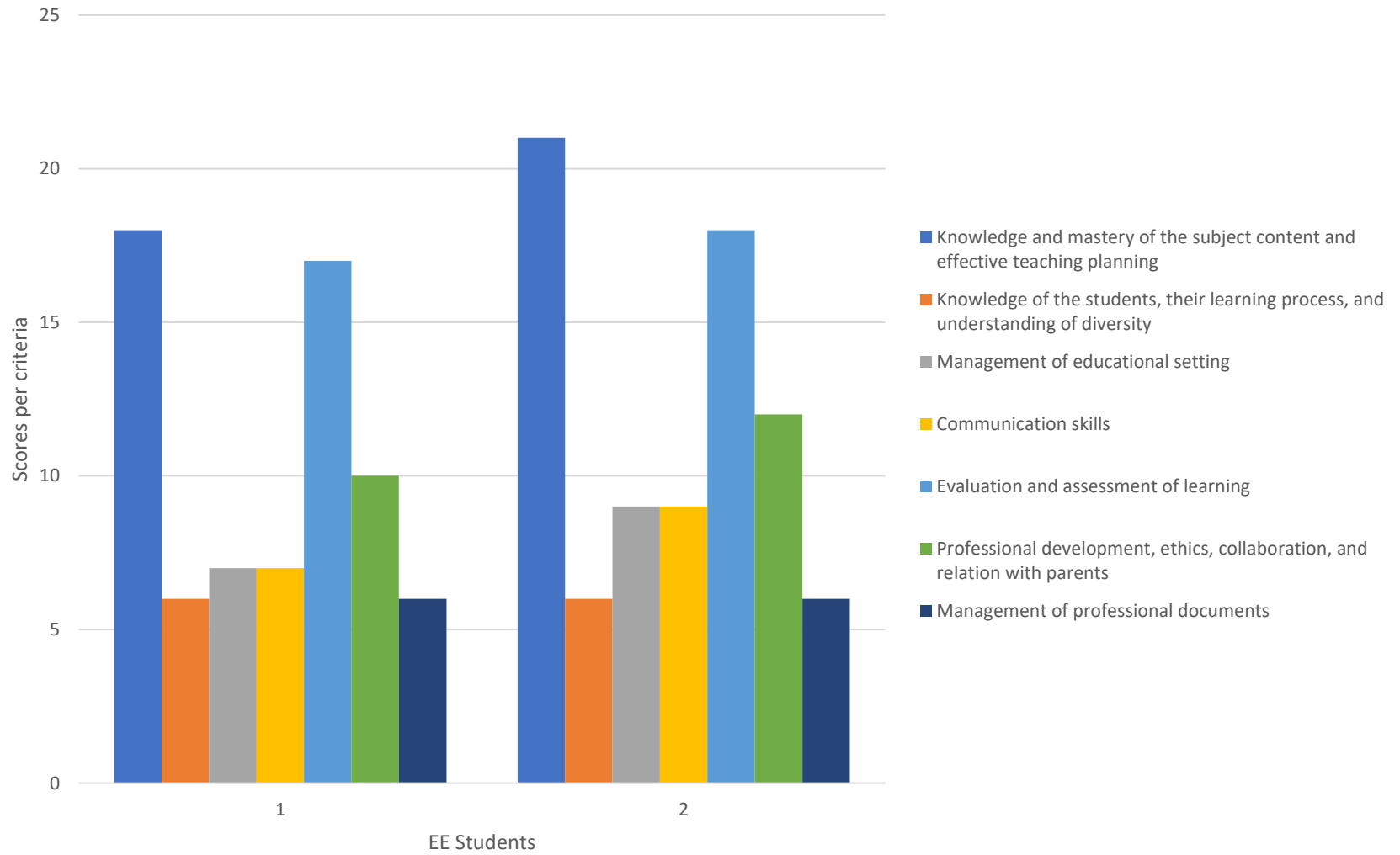
As shared in our last revision in 2021, the *Teaching Evaluation Rubric* utilized by UPRAg's EPP is closely aligned with Danielson's *Framework for Teaching*. This assessment evaluates the following core competencies in our EPP completers:

- **I:** Knowledge and mastery of the subject matter and the effective teaching planning process
- **II:** Knowledge of students, their learning process, and comprehension of student diversity
- **III:** Management of the educational setting
- **IV:** Communication skills
- **V:** Learning evaluation and assessment
- **VI:** Professional development, ethics, collaboration, and relationships with parents and the community
- **VII:** Management of professional documents and reflection on pedagogical processes

Student	Level	Criteria							Points Earned	%	Final Grade
		Knowledge and mastery of the subject content and effective teaching planning	Knowledge of the students, their learning process, and understanding of diversity	Management of educational setting	Communication skills	Evaluation and assessment of learning	Professional development, ethics, collaboration, and relation with parents	Management of professional documents			
EE Completer 1	5	18	6	7	7	17	10	6	71	88%	B
EE Completer 2	4	21	6	9	9	18	12	6	81	100%	A
Average		19.5	6	8	8	17.5	11	6	76	94%	
%		93%	100%	89%	89%	97%	92%	100%	94%	100%	

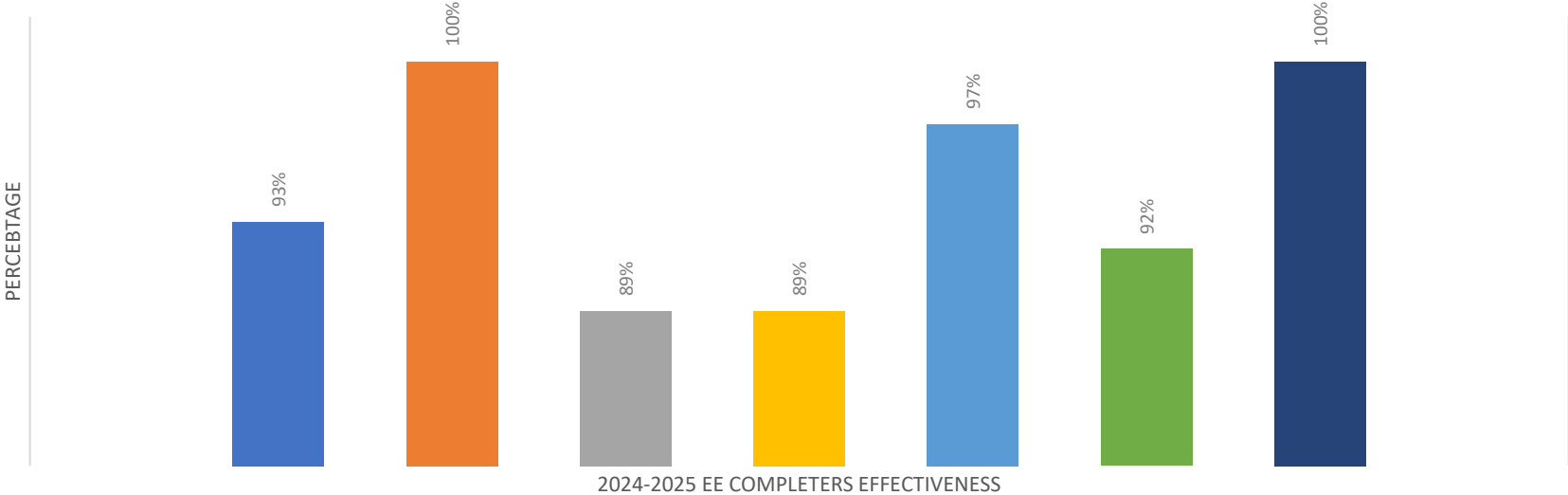
Assessment 4.2 results indicate that 93% of the completers in the Bachelor of Arts in Elementary Education demonstrate profound knowledge and mastery of subject content and effective lesson planning. Furthermore, 100% of the completers showcase an understanding of their students, their unique learning processes, and student diversity. Completers also demonstrated strong performance in the management of the educational setting (89%) and communication skills (89%). Additionally, 97% of the cohort exhibited high proficiency in learning evaluation and assessment, while 92% excelled in professional development, ethical practices, collaboration, and parent relations. Finally, 100% of the completers achieved effective management of official professional documents.

2024-2025 EE Student Effectiveness



2024-2025 EE COMPLETERS EFFECTIVENESS PER COMPONENT OF ASSESSMENT 4.2

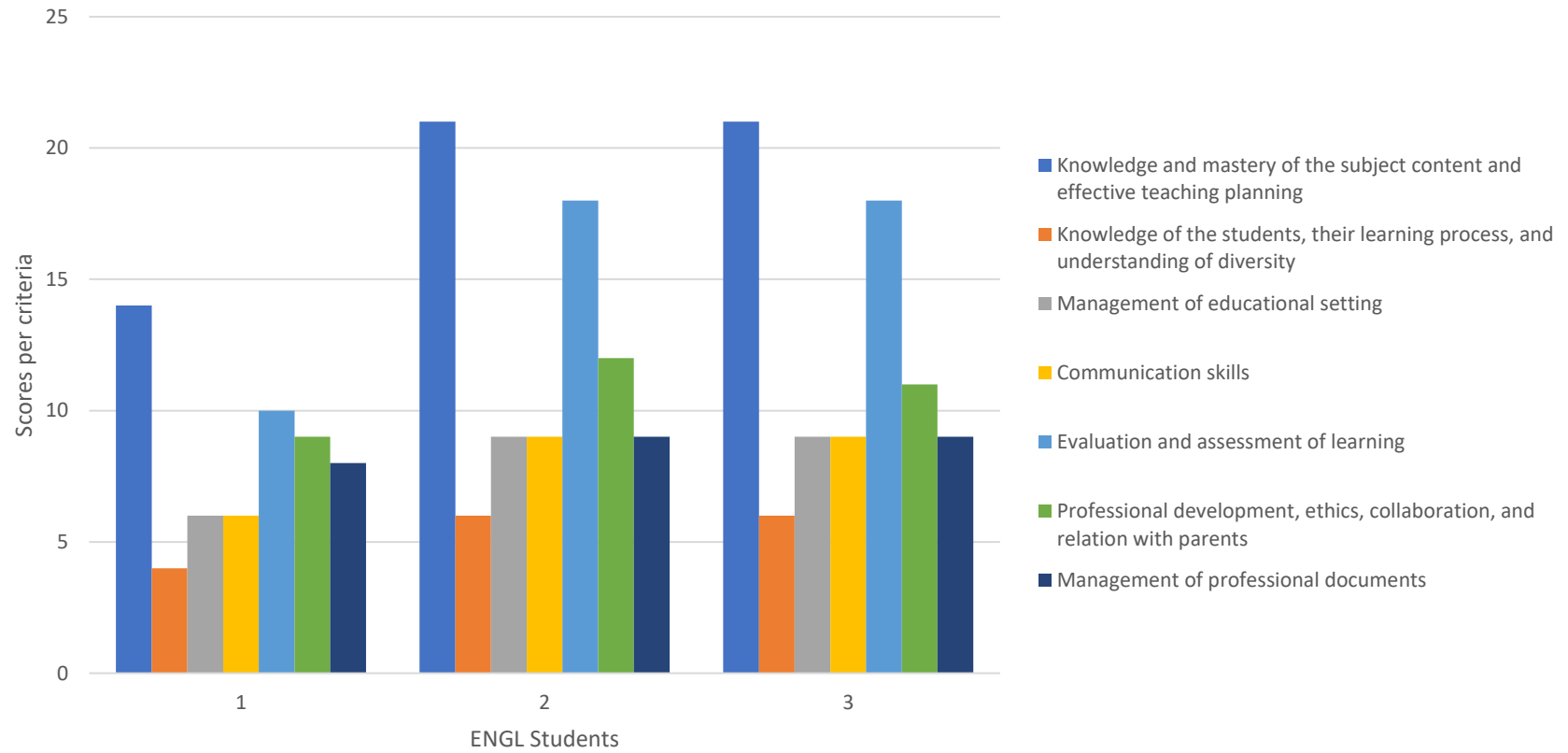
- Knowledge and mastery of the subject content and effective teaching planning
- Knowledge of the students, their learning process, and understanding of diversity
- Management of educational setting
- Communication skills
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- Professional development, ethics, collaboration, and relation with parents
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Student	Level	Criteria							Points Earned	%	Final Grade
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ENGL Completer 1	3	14	4	6	6	10	9	8	57	68%	D
ENGL Completer 2	11	21	6	9	9	18	12	9	84	100%	A
ENGL Completer 3	11	21	6	9	9	18	11	9	83	99%	A
Average		19	5	8	8	15	11	9	75	89%	
%		89%	89%	89%	89%	85%	89%	96%	89%	89%	

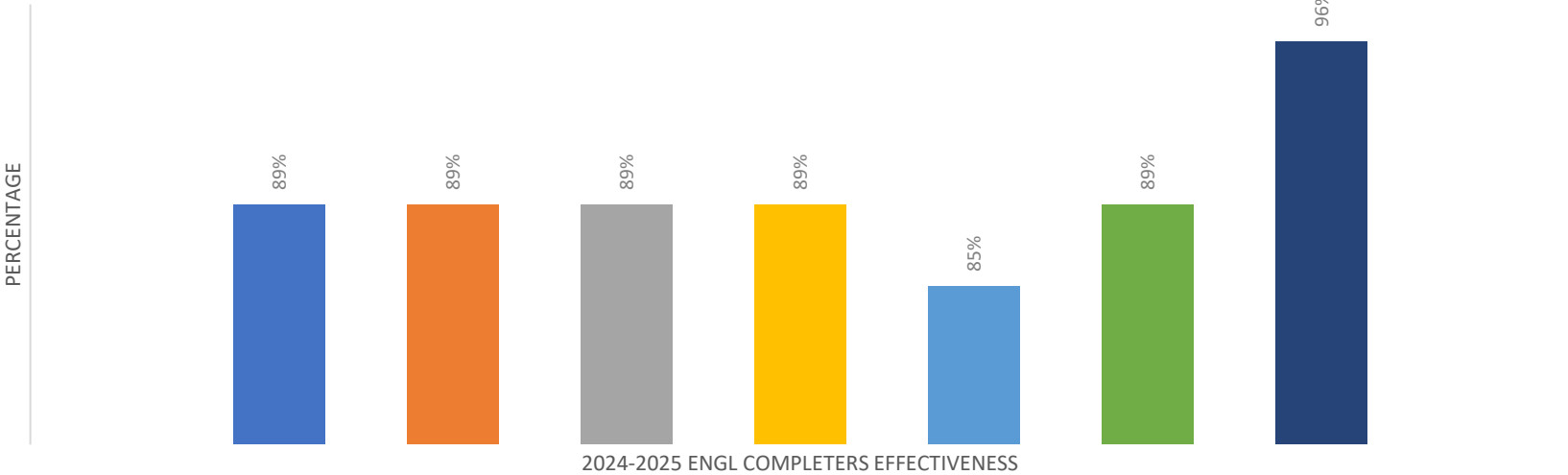
Data compiled from Assessment 4.2 establishes that 89% of the completers in the Bachelor of Arts in Teaching English as a Second Language with Educational Technology (K-12) achieved targeted competency levels in content knowledge and effective lesson planning, understanding student diversity, managing the educational environment, executing proper communication skills, and maintaining ethical professional development and parental collaboration. Additionally, the findings report that 85% of these program completers perform effectively in learning evaluation and assessments, while 97% demonstrate excellent capabilities in the management of professional documentation.

2024-2025 ENGL Student Effectiveness



2024-2025 ENGL COMPLETERS EFFECTIVENESS PER COMPONENT OF ASSESSMENT 4.2

- Knowledge and mastery of the subject content and effective teaching planning
- Knowledge of the students, their learning process, and understanding of diversity
- Management of educational setting
- Communication skills
- Evaluation and assessment of learning
- Professional development, ethics, collaboration, and relation with parents
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Continuous Improvement

Although the results of the 2024-2025 Candidate Effectiveness cycle are highly positive, the EPP remains systemically committed to the continuous review and improvement of its clinical practices. While predominantly favorable, candidate feedback highlighted precise targets for structural refinement. In response, the EPP will maintain periodic data reviews of this component, intentionally integrating feedback from candidates, cooperating teachers, and faculty to ensure and enhance the caliber of our educational offerings. This focus on continuous review is essential to fulfill our institutional mission and to respond dynamically to the evolving needs of the K-12 educational sector.