

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 professional attitudes, values, and beliefs of teacher candidates within our program. It assesses five core dispositions categorized into proficiency target levels based on a maximum 20-point rubric scale. This assessment aims to identify candidates who may require tailored professional development plans to enhance specific professional attributes.

During the 2025–2026 academic year, a total of twenty-three (23) candidates were evaluated by two (2) clinical educators in their clinical practice settings. The assessment results are crucial for determining the effectiveness of our training program and deciding whether systemic 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.

The UPRAg EPP created Assessment 7: Professional Responsibility Rubric in Spring 2024. This instrument was developed and reviewed by the members of the Clinical Practice Committee, which is composed of the Director of the EPP Department, the Clinical Practice Coordinator, and Clinical Supervisors. This reporting period represents the EPP's third consecutive cycle of data collection since its implementation, addressing one of the areas for improvement (AFI) identified during our last site review.

M3: Candidates Disposition Survey

R3.3 Competency in Completion

Academic Year: 2025-2026

Number of Clinical Educator: N=2

Number of Candidates: N = 23

Table 1: Candidate Performance Distribution (2025–2026)

Criteria	Target (20)	Acceptable (2)	Unacceptable (1)
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.	100% (n=23)	0%	0%
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.	82.6% (n=19)	17.4% (n=4)	0%
Candidate promotes a reflective approach towards the teaching and learning process; uses ongoing analysis and reflection to improve planning and practice.	95.7% (n=22)	0%	4.3% (n=1)
Candidate takes responsibility for student learning; recognizes that every student has the potentiality to learn and be successful if offered guidance and support.	100% (n=23)	0%	0%
The candidate knows, understands, and applies ethics throughout the clinical practice process.	87% (n=20)	13% (n=3)	0%

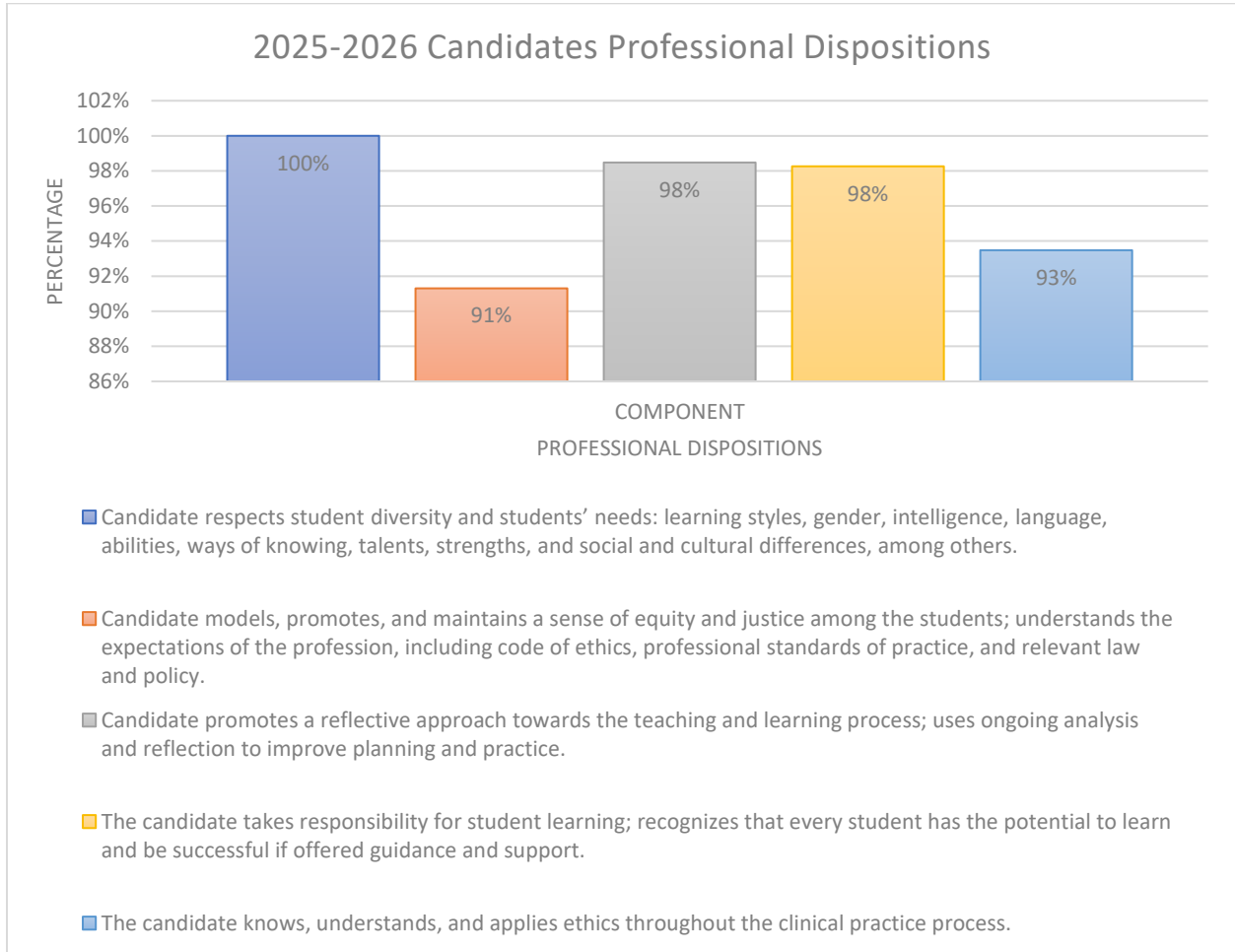
The table above shows only one cycle of data about the candidates' professional dispositions per component. A total of twenty-three (23) EPP candidates were evaluated and considered for the academic year 2025-2026.

An average of 96.3% of the EPP candidates demonstrated successful completion across all professional dispositions. Specifically, 100% of the candidates reached the **Target** proficiency level for **Criterion 1** (Respecting Student Diversity) and **Criterion 4** (Responsibility for Student Learning). This demonstrates that candidates fundamentally recognize that every student has the potential to learn and be successful when offered proper guidance and support.

Furthermore, 95.7% of candidates achieved the **Target** level for **Criterion 3** (Reflective Approach to Teaching). A minor 4.3% (representing a single candidate) fell into an unacceptable range for this criteria due to an isolated clinical development need identified by the supervisor. On the other hand, **Criterion 5** (Understanding and Applying Ethics) saw 87.0% of candidates reach the

Target level, while 13.0% performed at the **Acceptable** level. Finally, 82.6% of candidates scored at the **Target** level for **Criterion 2** (Maintaining Equity and Understanding Professional Expectations), with 17.4% performing at the **Acceptable** level.

In general, these results indicate that the professional preparation taught to our candidates in the UPRAg EPP was highly successful during the 2025–2026 academic year.



Data Analysis and Results

Table 1 displays the current cycle of comprehensive data regarding the candidates' professional dispositions per evaluated component. A total of twenty-three (23) EPP candidates were evaluated and considered during the 2025–2026 academic year.

An average of 96.3% of the EPP candidates demonstrated successful completion across all professional dispositions. Specifically, 100% of the candidates reached the Target proficiency level for Criterion 1 (Respecting Student Diversity) and Criterion 4 (Responsibility for Student Learning), showing that candidates fundamentally recognize that every student has the potential to learn and be successful when offered proper guidance and support.

Furthermore, 95.7% of candidates achieved the Target level for Criterion 3 (Reflective Approach to Teaching), with only 4.3% (representing a single candidate) falling into the unacceptable range for this criterion due to an isolated clinical development need. On the other hand, Criterion 5 (Understanding and Applying Ethics) saw 87.0% of candidates reach the Target level and 13.0% perform at the Acceptable level. Finally, 82.6% of candidates scored at the Target level for Criterion 2 (Maintaining Equity and Understanding Professional Expectations), while 17.4% performed at the Acceptable level.

In general, these results indicate that the professional preparation taught to our candidates in the UPRAg EPP was highly successful during the 2025-2026 academic year.

Multi-Year Data Trend Analysis (Cycles 2023–2026)

To satisfy CAEP expectations regarding continuous programmatic evaluation and to monitor the stability of candidate performance over time, the EPP conducts a systematic cross-cycle trend analysis. Table 2 compares target proficiency achievement rates across the last three consecutive academic cycles since the inception of the Assessment 7 rubric tool:

EVALUATED PROFESSIONAL DISPOSITIONS (CRITERIA)	CYCLE 1: 2023–2024	CYCLE 2: 2024–2025	CYCLE 3: 2025–2026	THREE-YEAR TREND STATUS
Criterion 1: Respects Student Diversity & Individual Needs	100%	100%	100%	Stable / Sustained
Criterion 2: Models Equity, Justice, & Professional Policy	89%	91%	82.6%	<i>Slight Shift</i>
Criterion 3: Promotes a Reflective Approach to Learning	89%	98%	95.7%	Sustained Growth
Criterion 4: Takes Responsibility for Student Learning	97%	98%	100%	Sustained Growth
Criterion 5: Applies Ethics Throughout Clinical Practice	89%	93%	87.0%	<i>Slight Shift</i>

Narrative Trend Analysis

A longitudinal review of the three cycles reveals strong evidence of stable institutional performance and high candidate readiness.

- Sustained Excellence:** Candidate performance regarding **Criterion 1** (Respects Student Diversity) has consistently maintained a 100% Target achievement rate across all three cycles. Similarly, **Criterion 4** (Responsibility for Student Learning) has demonstrated sequential, growth over three years, ascending from 97% to an optimal 100% target proficiency in the 2025–2026 cohort.

- **Reflective Growth: Criterion 3** (Reflective Approach) marks a substantial multi-year improvement from its initial implementation baseline of 89% in 2023–2024, stabilizing effectively at 95.7% in the current cycle.
- **Areas for Targeted Monitoring:** While **Criterion 2** (Equity & Policy) and **Criterion 5** (Applying Ethics) demonstrate that most candidates perform well within the Target and Acceptable boundaries, the slight percentage drop in the "Target" category for the 2025–2026 cohort will be reviewed by the Clinical Practice Committee. This ensures that field adjustments, prep-seminars, or targeted workshops during orientation week can proactively address any minor variations in policy mastery or ethical frameworks before future cycles.

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 ongoing effectiveness and professional relevance. Additionally, we will seek targeted ways to enhance our professional development initiatives to ensure that our candidates are fully equipped to face evolving 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.

As a strategic area of improvement, the EPP remains highly aware of the critical importance of data control. We will continue improving our data record-keeping methodologies as we finalize and integrate this valuable third cycle of institutional data.