

2024-2025

Completers School Community Service Project Summary Report



Educator Preparation Program

University of Puerto Rico in Aguadilla

Department of Education and Physical Education

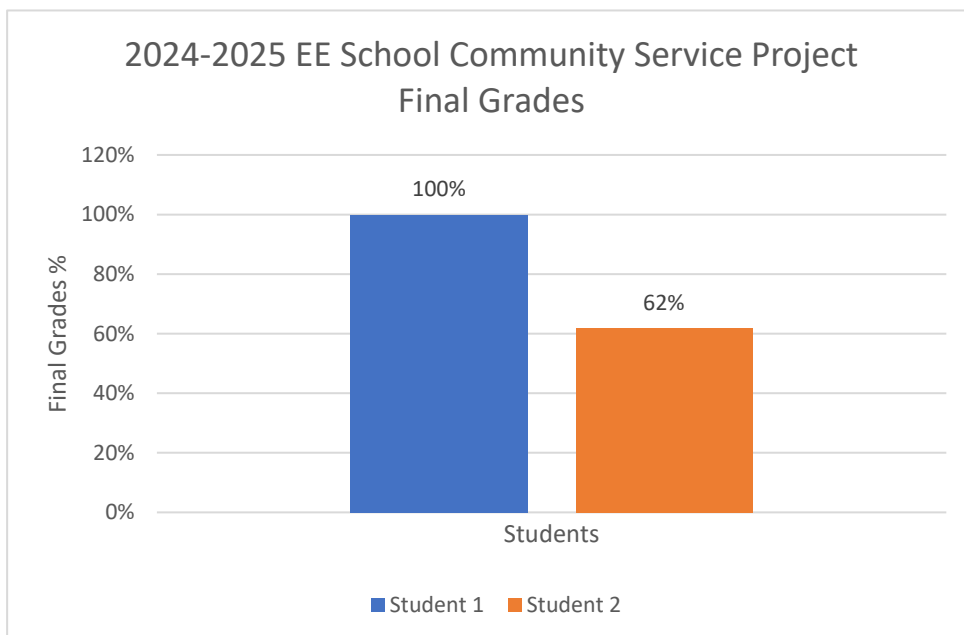
Introduction

During the academic year 2024–2025, teacher candidates at the University of Puerto Rico at Aguadilla undertook the School Community Service Project (SCSP). This capstone experience is designed to showcase their professional proficiency across a variety of subject-matter competencies.

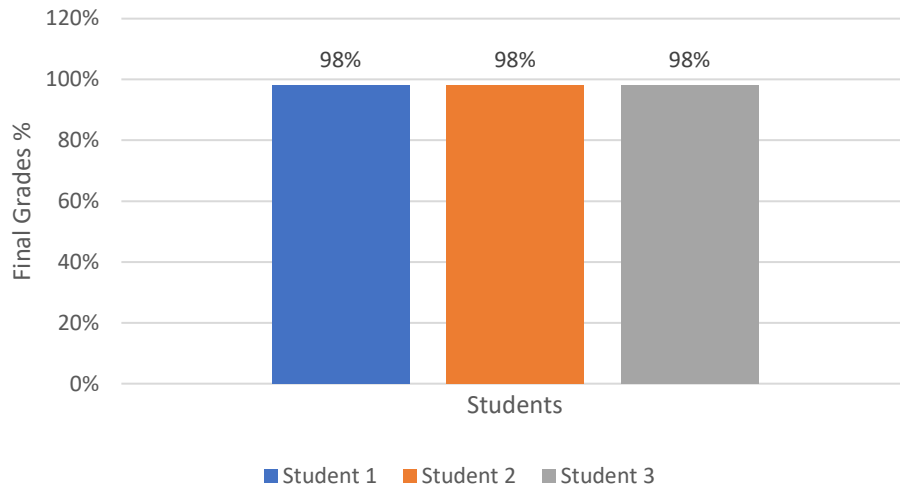
The project requires candidates to demonstrate mastery and knowledge of their subject matter, an understanding of the student and the learning process, the ability to organize and manage the learning environment, effective oral and written communication skills, positive relationships with the school community, and professional performance. Each competency was evaluated using a three-point rubric scale: **Exceeds Standards (3)**, **Meets Standards (2)**, and **Approaches Standards (1)**.

A total of five (5) candidates were assessed across the programs. The final grade scores for the three (3) candidates in the Bachelor of Arts in Teaching English as a Second Language (TESOL) program was 98% (representing an 'A' grade according to the institutional scale). Individually, an average of 94% of their rubric criteria evaluations reached the *Exceeds Standards* level, while 6% fell into the *Meets Standards* level.

On the other hand, the final grades for the two (2) candidates in the Bachelor of Arts in Elementary Education program ranged from 62% to 100%. Within this group, 81% of the total evaluated criteria demonstrated *Exceeds Standards* performance, indicating that these candidates consistently demonstrate strong knowledge, skills, and dispositions for effective instructional planning.



2024-2025 ENGL School Community Service Project Final Grades



Among the two (2) candidates assessed, the results indicate varying levels of proficiency across the 14 competencies in the candidates for the **Bachelor** of Arts in Elementary Education. Eighty-one (81%) of the candidates demonstrated that the candidates Exceed Standards performance.

In addition, three (3) candidates assessed, the results indicate varying levels of proficiency across the 18 competencies in the candidates of the Bachelor of Arts in Teaching English as a Second Language with Educational Technology, K-12. Ninety-six (96%) of the candidates demonstrated that the candidates Exceed Standards and six (6%) Meets Standards performance.

Candidates School Service Community Project

R3.3 Competency in Completion (ENGL Candidates)

Academic Year: 2024-2025

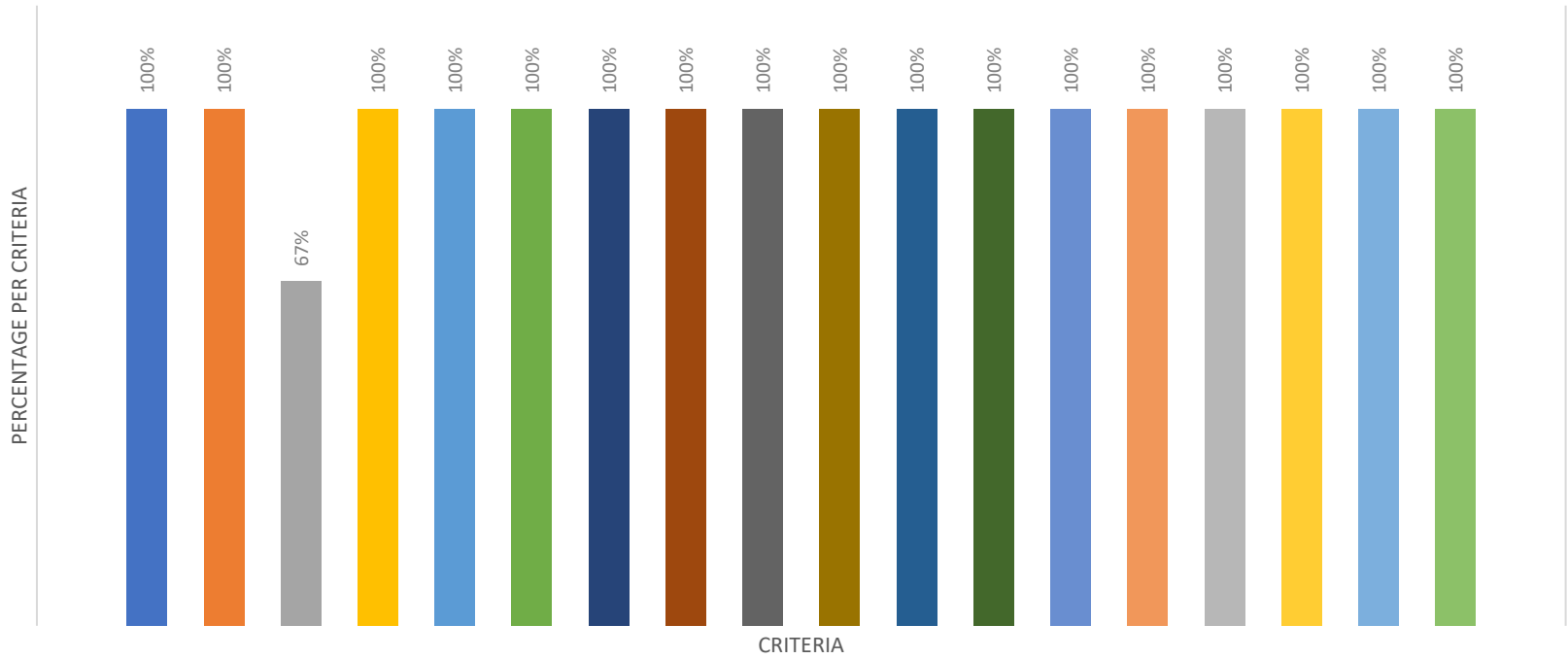
N= 3

<i>Competency for ENGL Candidates</i>	<i>Exceeds Standard (3)</i>	<i>Meets Standard (2)</i>	<i>Approaches Standard (1)</i>
1. Situations, needs or the possibility for service is identified according to contextual factors; it involves considerable use of time and effort and allows the development of the competences of the candidate across the curriculum to address its solution.	3	0	0
2. Report evidences a knowledge and use of rhetorical and discourse structures that enhance student learning.	3	0	0
3. The research process is broad: gathers information and analyses the dimensions of the situation.	0	3	0
4. Through the report justification, the candidate identifies the intended impact on the needs of community.	3	0	0
5. Documentation of communications and reflections processes before planning, foster collaboration within the larger community and are related to the teaching process.	3	0	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.	3	0	0
7. The action plan includes qualities and techniques that support effective family participation.	3	0	0

8. The incorporation of the community as a direct partner in the project is documented.	3	0	0
9. The action plan shows knowledge of the learning theories and the community (based on time, resources available and the expectation of the community to be addressed).	3	0	0
10. Candidate addresses the variety amongst how individual students develop their cultural identity and how it affects student learning.	3	0	0
11. Candidate carries out the activities according to the objectives and the established plan.	3	0	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.	3	0	0
13. Interventions are adjusted to the projected plan according to ongoing assessment and reflections; any modifications that arise are justified.	3	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.	3	0	0
15. Documents on the impact of the intervention; demonstrate the contribution of the project to the target population.	3	0	0
16. Describes the mutual learning: both personal and of the community as a collaborative relationship.	3	0	0
17. Self-Assessment (reflection on the process)	3	0	0
18. Grammatical structure of the written report.	3	0	0
Average	51	3	0
Percentage	94%	6%	0%

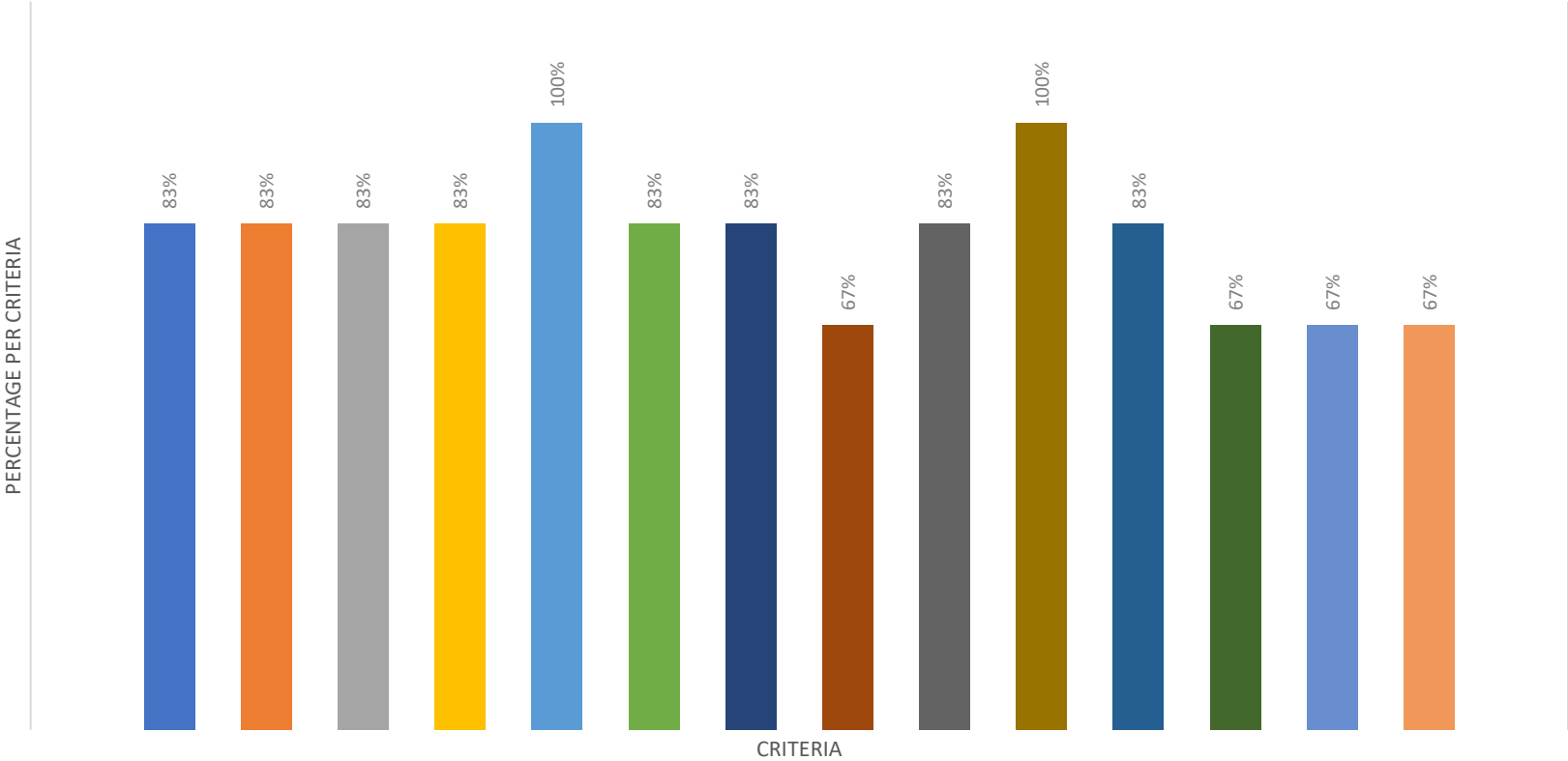
2024-2025 ENGL SCHOOL COMMUNITY SERVICE PROJECT PERCENTAGE PER CRITERIAS

Criteria 1 Criteria 2 Criteria 3 Criteria 4 Criteria 5 Criteria 6 Criteria 7 Criteria 8 Criteria 9
Criteria 10 Criteria 11 Criteria 12 Criteria 13 Criteria 14 Criteria 15 Criteria 16 Criteria 17 Criteria 18



2024-2025 EE SCHOOL COMMUNITY SERVICE PERCENTAGE PER CRITERIAS

Criteria 1 Criteria 2 Criteria 3 Criteria 4 Criteria 5 Criteria 6 Criteria 7
Criteria 8 Criteria 9 Criteria 10 Criteria 11 Criteria 12 Criteria 13 Criteria 14



Continuous Improvement

For BA in Teaching English as a Second Language (TESOL) Candidates: To further enhance performance, the program will provide targeted interventions for Criteria 3 (The research process). Candidates will benefit from additional workshops focused on expanding their data collection frameworks and deep diving into multi-dimensional analysis of community needs.

For BA in Elementary Education Candidates: Actionable training will be structured around improving performance gaps identified in lower-scoring data profiles. Focus areas will include:

- *Criteria 8 (Artifact Documentation)*: Providing digital templates or portfolios to systematically organize organizational correspondence and administrative evidence.
- *Criteria 12, 13, and 14 (Professional Performance & Reflection)*: Embedding structured reflection milestones throughout clinical placements to improve self-evaluation depth, professional community adjustments, and technical reporting precision.

By addressing these targeted competencies, the Educator Preparation Program will ensure that future completers remain comprehensively equipped to manage community-facing educational projects and produce high-impact results.