

2023-2024

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 2024. 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 2023-2024 academic year, the EPP analyzed data from Assessment 4.2 for the 2024 completer cohort. Out of the clinical candidates, 100% of the completers (N=20) 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:

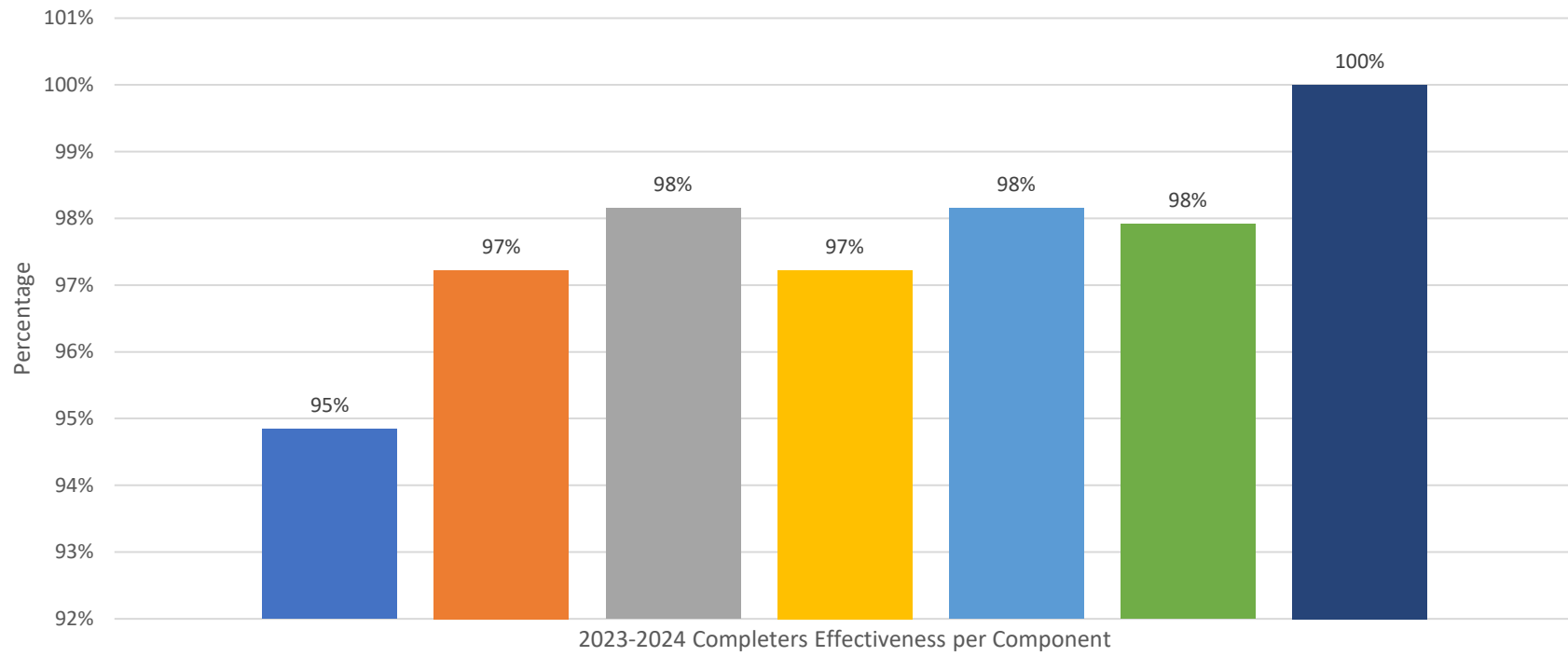
- **I:** Knowledge and mastery of the subject matter and the effective teaching planning process
- **II:** Knowledge of students, their learning process, and comprehension of student diversity
- **III:** Management of the educational setting
- **IV:** Communication skills
- **V:** Learning evaluation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

Table 1: Results completers in the Bachelor of Arts in Elementary Education

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			
Completer 1	4	21	6	9	9	18	12	6	81	100%	A
Completer 2	3	21	6	9	9	18	12	6	81	100%	A
Completer 3	K	16	5	9	8	18	10	6	72	89%	B
Completer 4	3	21	6	9	9	18	12	6	81	100%	A
Completer 5	4	21	6	9	9	18	12	6	81	100%	A
Completer 6	4	21	6	9	9	18	11	6	80	99%	A
Completer 7	5	20	6	9	8	18	12	6	79	98%	A
Completer 8	4	21	6	7	9	16	12	6	77	95%	A
Completer 9	3	20	6	9	9	16	12	6	78	96%	A
Completer 10	K	16	5	9	9	18	12	6	75	93%	A
Completer 11	5	20	6	9	8	18	12	6	79	98%	A
Completer 12	4	21	6	9	9	18	12	6	81	100%	A
Average		19.92	5.83	8.83	8.75	17.67	11.75	6	78.75	97%	
%		95%	97%	98%	97%	98%	98%	100%	97%	97%	

Assessment 4.2 results indicate that the Bachelor of Arts in Elementary Education cohort achieved high competency across all standards. Completers demonstrated perfect mastery (100%) in the Management of Professional Documents. Furthermore, 98% of the cohort exhibited excellent performance in the Management of Educational Settings, Evaluation and Assessment of Learning, and Professional Development. Communication Skills and Knowledge of Students/Diversity both stood strong at 97%, while Knowledge and Mastery of Subject Content/Planning registered at a highly proficient 95%. Overall, the cohort achieved an outstanding average effectiveness rate of 97%.

2023-2024 EE COMPLETERS EFFECTIVENESS PER COMPONENT OF ASSESSMENT 4.2



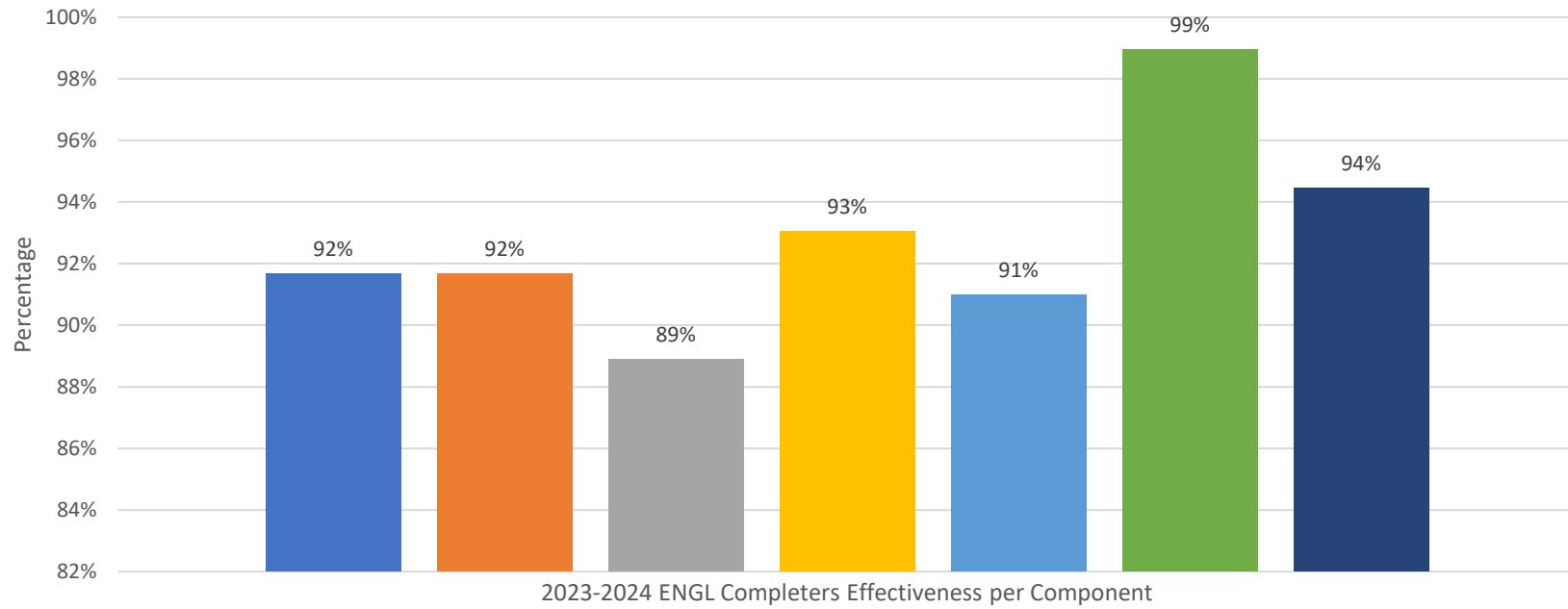
- Knowledge and mastery of the subject content and effective teaching planning
- Knowledge of the students, their learning process, and understanding of diversity
- Management of educational setting
- Communication skills
- Evaluation and assessment of learning
- Professional development, ethics, collaboration,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

Table 2: Results completers in the Bachelor of Arts in Teaching English as a Second Language with Educational Technology (K-12)

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			
ENGL Completer 1	5	18	6	5	9	15	12	7	72	86%	B
ENGL Completer 2	4	20	6	9	9	17	12	9	82	98%	A
ENGL Completer 3	5	21	6	9	9	18	12	9	84	100%	A
ENGL Completer 4	3	20	6	9	9	15	12	9	80	95%	A
ENGL Completer 5	10	16	6	8	7	18	12	9	76	90%	A
ENGL Completer 6	10	20	4	7	9	15	12	9	76	90%	A
ENGL Completer 7	12	18	4	8	6	15	11	7	69	82%	B
ENGL Completer 8	10	21	6	9	9	18	12	9	84	100%	A
Average		19.25	5.5	8	8.375	16.375	11.87	8.5	77.875	93%	
%		92%	92%	89%	93%	91%	99%	94%	93%	93%	

Data compiled from Assessment 4.2 establishes that the Bachelor of Arts in Teaching English as a Second Language with Educational Technology (K-12) cohort achieved an overall effectiveness rate of 93%. The cohort's strongest performance was in Professional Development, Ethics, and Collaboration, reaching a near-perfect 99%, followed closely by Management of Professional Documents at 94%. Competency levels in Communication Skills reached 93%, while Knowledge of Subject Content/Planning and Knowledge of Students/Diversity both averaged 92%. Evaluation and Assessment of Learning scored at 91%, and Management of the Educational Setting represented the primary area for targeted growth at 89%.

2023-2024 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
- Management of professional documents

Continuous Improvement

Although the results of the 2023-2024 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.