SUBMIT REPORTS

Print Report Card

Institution Information

Name of Institution: Universidad Central de Bayamón
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Puerto Rico
Address: Po Box 1725
Bayamón, PR, 00960

Contact Name: Dr. LILLIAN NEGRON
Phone: 787-786-3030
Email: lnegron@ucb.edu.pr

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oli/tap/index.html)

No

If yes, provide the following:

Award year:
Grantee name:
Project name:
Grant number:
List partner districts/LEAs:
List other partners:
Project Type:

Section 1.a Program Information
List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tpg/index.html.

<table>
<thead>
<tr>
<th>Teacher Preparation Programs</th>
<th>Teacher Quality Partnership Grant Member?</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>No</td>
</tr>
</tbody>
</table>

Total number of teacher preparation programs: 1

Section 1.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Freshman year graduates

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
www.uch.edu/pr

Please provide any additional about or exceptions to the admissions information provided above:

Most candidates will apply and will be admitted in the teacher preparation program since freshman year, but if a candidate has an undergraduate GPA below 2.5, they are admitted conditionally until they have reach the minimum average in their first year. They must maintain a B average in their courses. If their GPA is below a B average they must repeat the courses.

Section 1.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(I))

Are there initial teacher certification programs at the undergraduate level?
Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Background check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

2.8

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

2.8

Section 1.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level.

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Background check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Interview</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Other EXADEP TEST</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

What is the minimum GPA required for admission into the program?
2.5
What was the median GPA of individuals accepted into the program in academic year 2011-12

3
What is the minimum GPA required for completing the program?

3
What was the median GPA of individuals completing the program in academic year 2011-12

3.5

Section 1.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

<table>
<thead>
<tr>
<th>Total number of students enrolled in 2011-12</th>
<th>299</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated number of males enrolled in 2011-12</td>
<td>98</td>
</tr>
<tr>
<td>Unduplicated number of females enrolled in 2011-12</td>
<td>201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2011-12</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino of any race:</td>
<td>299</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native:</td>
<td>0</td>
</tr>
<tr>
<td>Asian:</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American:</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander:</td>
<td>0</td>
</tr>
<tr>
<td>White:</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races:</td>
<td>0</td>
</tr>
</tbody>
</table>

Section 1.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of clock hours of supervised clinical experience required prior to student teaching</td>
<td>45</td>
</tr>
<tr>
<td>Average number of clock hours required for student teaching</td>
<td>300</td>
</tr>
<tr>
<td>Average number of clock hours required for mentoring/induction support</td>
<td>32</td>
</tr>
<tr>
<td>Number of full-time equivalent faculty supervising clinical experience during this academic year</td>
<td>4</td>
</tr>
<tr>
<td>Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)</td>
<td>3</td>
</tr>
<tr>
<td>Number of students in supervised clinical experience during this academic year</td>
<td>37</td>
</tr>
</tbody>
</table>

Please provide any additional information about or descriptions of the supervised clinical experiences:
Teachers candidates work under the supervision of a cooperative teacher provided by the school in coordination with the university. A university supervisor is assigned to each candidate. The supervisors possess the expertise and credentials needed in the discipline that the candidate seeks. The candidate experience a real classroom scenario and participates of the guided instructions of the cooperative teacher. The candidate takes full control of the classroom according to the guidance of the cooperative teacher. The candidate should take full responsibility for the lesson planning, classroom management and complete a minimum of 300 hours.

Section 1.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§200(h)(1)(H))

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>34</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td>40</td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>15</td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Multiple Levels</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td>102</td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Science Teacher Education/General Science</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Biology</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td>0</td>
</tr>
</tbody>
</table>
### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(h)(1)(H))

No teachers prepared in academic year 2011-12

<table>
<thead>
<tr>
<th>Academic Major</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Biology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - German</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - History</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Speech</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Geography</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Latin</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Psychology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Earth Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Bilingual, Multilingual, and Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>Education - Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>Education - Social and Philosophical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts/Humanities</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Geography and Cartography</td>
<td></td>
</tr>
<tr>
<td>Political Science and Government</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences/Human Sciences</td>
<td></td>
</tr>
<tr>
<td>English Language/Literature</td>
<td></td>
</tr>
<tr>
<td>Philosophy and Religious Studies</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Communication or Journalism</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Astronomy and Astrophysics</td>
<td></td>
</tr>
<tr>
<td>Atmospheric Sciences and Meteorology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Geological and Earth Sciences/Geosciences</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Business/Business Administration/Accounting</td>
<td></td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Specify:</td>
</tr>
</tbody>
</table>

Section 1.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 42
2010-11: 64
2009-10: 81

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(i), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12
Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

5
Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Identify available students in the Science Department that are interested in taking a minor in Math Education. Review the Math Curriculum and the Teaching Practice Manual in order to meet the requirements of the Teacher Certification Program.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Different strategies have been implemented: assessment of variables affecting outcomes, the creation of capstone courses and the alignment of all core and concentration courses to Teacher Certification Tests (PCMAS). 1. We evaluated all student records to authorize enrollment and recommend repeat courses with low grade (D).

2. We started the course EDUC 413 - Interdisciplinary Professional Seminar as strategy for review PCMAS.

3. It culminated curriculum review of all teacher preparation programs for new Institutional Catalog.

4. The Puerto Rico Government Department of Education changes the Teacher Certification Regulations. Under these changes began drafting amendments to existing policy ACA 08-01.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

1. The new amended policy ACA 08-12 was written.

2. They began orientations to all General Education faculties and the College of Education with the College Board.

3. Models were prepared to create modules for capstone courses.

4. In August of 2012 will begin with groups of students practice teaching pilot capstone courses.

5. In November be offered testing SIAAM (PRE-PCMAS) to assess the effectiveness of the student in capstone course.

6. Workshops will be offered to all teachers offer capstone courses.

7. Revision of the Manual of Teaching Practice.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

5

Provide any additional comments, exceptions and explanations below:
Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/lsa.html.

Please provide the information below about your program’s goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

5

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Identify available students in the Science Department that are interested in taking a minor in Science Education.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Review the Science Curriculum and the Teaching Practice Manual in order to meet the requirements of the Teacher Certification Program. Different strategies have been implemented: assessment of variables affecting outcomes, the creation of capstone courses and the alignment of all core and concentration courses to Teacher Certification Tests (PCMAS). 1. We evaluated all student records to authorize enrollment and recommend repeat courses with the grade of D.

2. We started the course EDUC 413 - Interdisciplinary Professional Seminar as strategy for review PCMAS.

3. I culminated curriculum review of all teacher preparation programs for new institutional Catalog.

4. The Puerto Rico Department of Education changes the Teacher Certification Regulations. Under these changes began drafting amendments to existing policy ACA 08-01.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

1. The new amended policy ACA 08-12 was written.
2. They began orientations to all General Education faculties and the College of Education with the College Board.

3. Models were prepared to create modules for capstone courses.

4. In August of 2012 will begin with groups of students practice teaching pilot capstone courses.

5. In November be offered testing SIAAM (PRE-PCMAS) to assess the effectiveness of the student in capstone course.

6. Workshops will be offered to all teachers offer capstone courses.

7. Revision of the Manual of Teaching Practice.

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§§205(a)(1)(B)(i), §§206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/psa.html.

Please provide the information below about your program’s goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

8

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Write Proposals to work in coordination with agencies that provide services to disabilities clients in order to maximize their skills in Special Education

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Reviewing the special education curriculum to prepare the students that will be hire in those agencies.1. We evaluated all student records to authorize enrollment and recommend repeat courses with low grade (D).

2. We started the course EDUC 413 - Interdisciplinary Professional Seminar as strategy for review PCMAS.
3. It culminated curriculum review of all teacher preparation programs for new Institutional Catalog.

4. The Puerto Rico Government Department of Education changes the Teacher Certification Regulations. Under these changes began drafting amendments to existing policy ACA 08-01.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

10

Provide any additional comments, exceptions and explanations below:

1. The new amended policy ACA 08-12 was written.

2. They began orientations to all General Education faculties and the College of Education with the College Board.

3. Models were prepared to create modules for capstone courses.

4. In August of 2012 will begin with groups of students practice teaching pilot capstone courses.

5. In November be offered testing SIAAM (PRE-PCMAS) to assess the effectiveness of the student in capstone course.

6. Workshops will be offered to all teachers offer capstone courses.

7. Revision of the Manual of Teaching Practice.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program’s goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?
Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?
5

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?
Yes

Description of strategies used to achieve goal, if applicable:
Review the English Curriculum and the Teaching Practice Manual in order to meet the requirements of the Teacher Certification Program.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:
Provide software in the language laboratory were students practice the phonetics and grammar. Different strategies have been implemented: assessment of variables affecting outcomes, the creation of capstone courses and the alignment of all core and concentration courses to Teacher Certification Tests (PCMAS). 1. We evaluated all student records to authorize enrollment and recommend repeat courses with low grade (D).
2. We started the course EDUC 413-Interdisciplinary Professional Seminar as strategy for review PCMAS.
3. It culminated curriculum review of all teacher preparation programs for new Institutional Catalog.
4. The Puerto Rico Government Department of Education changes the Teacher Certification Regulations. Under these changes began drafting amendments to existing policy ACA 08-01.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13
Is your program preparing teachers in instruction of limited English proficient students in 2012-13?
Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?
5

Provide any additional comments, exceptions and explanations below:
1. The new amended policy ACA 08-12 was written.
2. They began orientations to all General Education faculties and the College of Education with the College Board.
3. Models were prepared to create modules for capstone courses.
4. In August of 2012 will begin with groups of students practice teaching pilot capstone courses.
5. In November be offered testing SIAAM (PRE-PCMAS) to assess the effectiveness of the student in capstone course.
6. Workshops will be offered to all teachers offer capstone courses.
7. Revision of the Manual of Teaching Practice.

Academic year 2013-14
Will your program prepare teachers in instruction of limited English proficient students in 2013-14?
Yes
How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution’s most successful strategies in meeting the assurances listed above:

Candidates experience the opening or closing of school years, depending on the term they took their practices. All of them work with planning, grading and assessment of teaching.

All the Clinical Experiences are in real scenarios that prepare the candidate for lifelong service in school.

All the Teaching learning Programs are match with the requirements of the Certification Program of the State Department of Education.

The establish link between the supervisor and the collaborative teacher in the site, provides the relevant information in order to review our courses according with the student’s needs.

The courses that provide the prospective teachers with the necessary skills are:

Clinical experience courses: Preschool: EPRE 429, EPRE 431; Elementary Education: EDEL 429, EDEL 431; Special Education: EDES 433, EDES 491; Elementary Physical Education: EDF 404, EDF 451; Secondary Physical Education: EDF 480, EDF 481, and Secondary Education in English, Spanish, Sciences and Mathematics: EDES 479, EDES 481.

The Special Education candidates are required to complete three terms of clinical experience in accredited school-site.

•Courses of Special Education Clinical Experience: EDES 261, EDES 433, EDES 491.
### Section III. Assessment Rates

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<th>Assessment code - Assessment name</th>
<th>Test Company</th>
<th>Number of tests</th>
<th>Avg. scaled score</th>
<th>Number of passing tests</th>
<th>Pass rate (%)</th>
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Section III. Summary Rates

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<th>Number taking tests</th>
<th>Number passing tests</th>
<th>Pass rate (%)</th>
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</table>

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

https://title2.ed.gov/Title2IPRC/Pages/PrintReport.aspx
Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
Other (specify: MSCHE)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All Teachers Candidates take instructional courses TEDU 320 and TEDU 220-Educational Computers Applications. In these courses candidates learn how to use technology utilizing interactive tools such as blogs, and threaded discussions. Candidates also learn how to integrate technology into lesson planning, develop multimedia presentations, and use databases and spreadsheets to gather and analyze data on student performance. Technology is also integrated into each of the core content courses, also in the EDUC 360-Exceptional Student and EDES 434- Assistant technology. The teacher candidate learns about the assistive technologies available for students with special needs or physical handicapped students. Teacher candidates are introduced to online systems as an educational resource.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
• teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Teacher candidates in all programs take coursework addressing laws related to students with special needs, including PL 51, IDEA, ADA and participates in IEPs Plans. Candidates are encouraged to attend IEP meetings at their school practice sites, when possible. All candidates take a requisite course in special education that describes each type of disability, strategies for teaching, assistive technology modifications IEP and COMPU process.

For students who have limited English skills, in addition of the two courses of General Education, the candidate has a language laboratory to practice the vocabulary, grammar and phonetics, which helps them in their English proficiency.

Does your program prepare special education teachers to:

• teach students with disabilities effectively
  Yes

• participate as a member of individualized education program teams
  Yes

• teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Special Education curriculum includes concentration courses to prepare the future teacher to understand all categories of disabilities, strategies for teaching, IEP components and COMPU processes, and observing and guiding behavior; Also candidates take specific coursework on the legal aspects of special education, managing learning environments, curriculum and assessment, literacy, the process of IEP development, and student teaching in different settings and grade levels.

(EDES 356, EDUC 360, EDES 348, EDES 369 and EDES 370).

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 12/31/2015)