

Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act
HEA

Title II Institutional and Program Report Card on the Quality of Teacher Preparation

Office of Postsecondary Education
U.S. Department of Education

Institution Information

Name of institution: **Universidad Central de Bayamon**

Institution/program type: **Traditional Alternative**

Check if your institution is a member of a Teacher Quality Enhancement (TQE) partnership grant:

TQE partnership name or grant number, if applicable: N/A

State: **Puerto Rico**

Address: **Apartado 1725, Bayamon, P.R. 00960-1725**

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Academic year: **2009 - 10**

Section 205 of Title II of the Higher Education Opportunity Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 2011. Annual state reports to the Secretary are first due on October 7, 2010. Data from institutions with teacher preparation programs are due to states annually, beginning April 30, 2010, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 9/30/2012). The time required for institutions to complete this information collection is estimated to average 145.75 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary.

Section I. Program information

(A) For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate (UG) or postgraduate (PG) level. (§205(a)(1)(C)(i))

There are no initial teacher certification programs at the undergraduate level.

There are no initial teacher certification programs at the postgraduate level.

Element	UG	PG
Application	Yes	Yes
Fee/payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum high school GPA	Yes	No
Minimum undergraduate GPA	No	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score EXADEP	No	Yes
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	Yes
Résumé	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g., Myers-Briggs Assessment)	No	No
Other (specify: _____)		

Provide a link to your website where additional information about admissions requirements can be found:

Indicate when students are formally admitted into your initial teacher certification program:
freshman year for undergraduate student and **for graduates**.

Does your initial teacher certification program conditionally admit students? **Yes**

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

Most candidates will apply and be admitted in the teacher preparation program since freshman year but If a candidate has an undergraduate GPA below 2.5, they are automatically admitted conditionally until they have met this minimum grade for the first course. They must maintain a B- or better to progress from concentration courses. If their GPA slips below this B-grade they may repeat the course.

(B) 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. The sum of the members of each racial category may not necessarily add up to the total number of students enrolled. (§205(a)(1)(C)(ii))

Total number of students enrolled in 2009-10	316
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Unduplicated number of males enrolled in 2009-10	90
Unduplicated number of females enrolled in 2009-10	225

2009-2010	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	316
<i>Race</i>	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	

(C) Provide the following information about supervised clinical experience in 2008-09. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Average number of clock hours required prior to student teaching	45
Average number of clock hours required for student teaching	300
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	88

(D) Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure. (§205(a)(1)(C)(v))

TOTAL (all areas/subjects) Teaching subject/area	Number certified/licensed 2009-10	Number certified/licensed 2008-07	Number certified/licensed 2006-07	Number certified/licensed 2006-07
Pre scholar	7			
Elementary level K-111	9			
Elementary level IV-V1	6			
Elementary level Special Education	5			
Elementary level Physical Education	1			
Elementary level English	3			
Secondary - Science	1			
Secondary - Mathematics	3			
TOTAL (all areas/subjects)	35			

(E) Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10	81
2008-09	103
2007-08	121
2006-07	107

Section II. Goals and assurances

ANNUAL GOALS

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Teacher shortage area in 2008-09	Goal	Goal met? (Y/N)	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lessons learned in meeting goal
Mathematics				
Science				
Special education				
Instruction of limited English proficient students				
Other (specify: _____)				

Provide any additional comments, exceptions and explanations below:

<p>The goals of the UCB for increasing the number of prospective teachers trained in teacher shortage areas in mathematics, sciences and special education:</p> <ol style="list-style-type: none"> Recruit two or more candidates for program with an emphasis in math, science and special education each academic term. <ul style="list-style-type: none"> Work with admission and faculty to encourage new students to consider completing a second endorsement in any of these areas. Coordinated with Liberal Arts, Science and Health Professions College Director to identify able candidates. Maintained active promotions of ours Special Education Program and Secondary level subjects programs. During information meetings with prospective candidates we inform them that there is a teacher shortage areas. Bilingual candidates are encouraged to add the English Program for a second endorsement or concentration.

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ASSURANCES

Place a check next to each statement certifying that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b))

- training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends;
- training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom;
- prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects;
 - Program does not prepare special education teachers
- general education teachers receive training in providing instruction to children with disabilities;
- general education teachers receive training in providing instruction to limited English proficient students;
- general education teachers receive training in providing instruction to children from low-income families;
- and
- prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

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

The Clinical Practice experience is an extensive work with students and prepares the candidate for lifelong service in a classroom. Clinical Practice consists of two 2 terms experience in the classroom. Candidates must experience an opening or a closing of school year or grading period by the end of the Clinical Practice experience. Candidates work under the supervision of a cooperating teacher provided by the school site in conjunction with the university. A university supervisor is assigned to each candidate. The supervisor possesses experience and credentials commensurate with the area of credentialing that the candidate is seeking. The candidate experiences the many facets of classroom life and participates in the classroom as directed by the cooperating teacher. The candidate takes full control of the classroom according to the guidance of the cooperating teacher. The candidate must take full responsibility for lesson planning, classroom management and leading the classroom for a minimum of 300 hours. The candidate participates in the various aspects of instructional design alongside the cooperating teacher. The cooperating teacher reflects upon performance with the candidate regularly. The Special Education candidates are required to complete three terms of clinical practices in accredited school-site. A university supervisor is assigned to the candidate who will complete 4/5 classroom observations. Candidate is required to complete a portfolio with specific objectives which include working with diverse populations. University supervisors must have Special Education credential or experience. All the supervisor and the cooperative teacher must be in agreement that the candidate has successfully completed the clinical experience before the candidate receives credit for the clinical experience.

Section III. Pass rates and scaled scores

Provide the information in the following tables on the performance of the students in your teacher preparation program on each teacher certification/licensure assessment used by your state. This information will be provided to your institution by the state or the testing company or companies (or entities). In cases where a student has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 students in each category taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported. In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data.

Enrolled students are those students admitted to the teacher preparation program who have not yet completed the program.

In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher certification or licensure assessment during an academic year, the program shall collect and publish information

with respect to an average pass rate and scaled score on each state certification or licensure assessment taken over a three-year period.

ASSESSMENT PASS RATES (§205(a)(1)(B))

Assessment name Assessment code Test company/entity code Assessment cut score Assessment score range	<i>Basic Skills</i> PR 10	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)	Statewide average scaled score
All enrolled students who have completed all nonclinical courses, 2008-09							
Other enrolled students, 2008-09							
All program completers, 2009-2010 81		47		37	79%	85%	
All program completers, 2008-2009 103		63		43	68%	82%	
All program completers, 2007-2008 121		39		28	72%	81%	
All program completers, 2006-2007 121		97		72	74%	86%	

Assessment name Assessment code Test company/entity code Assessment cut score Assessment score range	Professional Knowledge PR -21	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)	Statewide average scaled score
All enrolled students who have completed all nonclinical courses, 2008-09							
Other enrolled students,							
All program completers, 2009-2010 81		36		29	81%	91%	
All program completers, 2008-2009 103		52		42	81%	87%	
All program completers, 2007-2008 121		25		22	88%	89%	
All program completers, 2006-2007 107		71		60	85%	91%	

Assessment name Professional Knowledge Assessment code PR 25 Test company/entity code Assessment cut score Assessment score range	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)	Statewide average scaled score
All enrolled students who have completed all nonclinical courses, 2009-10						
Other enrolled students, 2009-10						
All program completers, 2009-2010	12		11	92%	87%	
All program completers, 2008-2009 103	12		6	50%	86%	
All program completers, 2007-2008 121	14		5	36%	81%	
All program completers, 2006-2007 107	28		19	68%	88%	

Assessment name Specialization Assessment code: PR30, PR40, PR50, PR70 Test company/entity code Assessment cut score Assessment score range	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)	Statewide average scaled score
All enrolled students who have completed all nonclinical courses, 2008-09						
Other enrolled students, 2008-09						
All program completers, 2009-2010 81	13		11	85%	88%	
All program completers, 2008-2009 103	13		9	69%	79%	
All program completers, 2007-2008 121	7		2	29%	84%	
All program completers, 2006-2007 107	10		8	80%	83%	

SUMMARY PASS RATES

	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2009-2010	48	35	73%	79%
All program completers, 2008-2009	63	39	62%	74%
All program completers, 2007-2008	39	22	56%	74%
All program completers, 2006-2007	97	66	68%	82%

Note: Your institution or organization is not required by Title II to publish summary pass rates. Please retain the individual assessment data for each student that will allow you to verify these summary pass rates. This information is requested for validation purposes.

Section IV. Statement and Designation as Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. (§205(a)(1)(D), §205(a)(1)(E))

(A) Is your teacher preparation program currently approved or accredited? **Yes**

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

State NCATE TEAC Other (specify: _____)

(B) 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. Use of Technology (§205(a)(1)(F))

Does your program prepare teachers to:

(A) integrate technology effectively into curricula and instruction **Yes** No

(B) use technology effectively to collect data to improve teaching and learning **Yes** No

(C) use technology effectively to manage data to improve teaching and learning **Yes** No

(D) use technology effectively to analyze data to improve teaching and learning **Yes** No

Provide a description of how your program 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 how your program 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 an instructional courses TEDU 320 and TEDU 220-Educational Computers Applications. In this courses candidates learn how to use technology to utilize 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 and EDES 434. the teacher candidates learn about the assistive technologies available to special needs students or physically handicapped students. Teacher candidates are introduced to online systems as educational resource.

Section VI. Teacher Training (§205(a)(1)(G))

Does your program prepare general education teachers to:

(A) teach students with disabilities effectively **Yes** No

(B) participate as a member of individualized education program teams **Yes** No

(C) teach students who are limited English proficient effectively **Yes** No

Provide a description of how your program 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 Act¹, 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 in participating in IEPs. Candidates are encouraged to attend IEP meetings at their school practice sites when possible. Our candidates all 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, candidates all complete a course about English learning where the development progress of English learners, assessment and strategies for teaching English learners are emphasized..

Does your program prepare special education teachers to:

- (D) teach students with disabilities effectively Yes No
 Program does not prepare special education teachers
- (E) participate as a member of individualized education program teams Yes No
 Program does not prepare special education teachers
- (F) teach students who are limited English proficient effectively Yes No
 Program does not prepare special education teachers

Provide a description of how your program 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 curriculum in Special Education include 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, curricula and assessment, literacy, the process of IEP development, and student teaching in different settings and grade levels.

¹ The term 'individualized education program team' or 'IEP Team' means a group of individuals composed of the parents of a child with a disability; not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.

Section VII. Contextual information (optional)

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.

Section VIII. Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.

_____ Signature

Dra. Pura Echandi _____ Name of responsible representative for teacher preparation program

Academic Dean _____ Title

Certification of review of submission:

_____ Signature

Dra. Lillian Negrón Colón _____ Name of President/Chief Executive (or designee)

President _____ Title