<table>
<thead>
<tr>
<th>Assessment</th>
<th>Results</th>
<th>Changes Made</th>
<th>Changes Planned Date</th>
<th>How data is shared with faculty, candidates, and professional community</th>
</tr>
</thead>
</table>
| Grades                           | • During 2011-12, 19% of students were at the target level in Science; 62% of students were at the target level in Math, and 33% at the target level in Social Studies. | • Math 3001 & 3002 courses were replaced by 3131 & 3132 designed specifically for prospective teachers.  
• Students enrolled in science courses are now required to take their respective labs during the same semester.  
• Substitution of the course History 3245 (one semester) for a course on History of the Puerto Rico, HIST 3241 and HIST 3242 (two semesters). | • Continue to monitor grades  
• Continue communication with Math, Science and Social Studies faculty. | • Department meetings  
• Institutional Assessment Dialogue  
• Candidate orientations                                                      |
| Teacher Certification Test (PCMAS) | • The PCMAS scores were below the expected level. During the year 2012-13 eight (8) graduates from UPRU-Elementary Education Program took the PCMAS. The Institutional Pass Rate for this year was 100%.  
• During the year 2011-12 a total of 15 candidates took the test. Of those 15 students, 11 passed the test (69%). | • Curriculum Committee decided to implement the SIAAM, a test prepared by the College Board for students enrolled in pre-student teaching to serve as a review for the PCMAS  
• Review Sessions | • Continue to monitor PCMAS results  
• Continue communication with all faculty | • Department meetings  
• Institutional Assessment Dialogue  
• Candidate orientations                                                      |
| Field experiences                | • Candidates meet all pedagogical knowledge, skills, and dispositions | • Reorganization of the field experiences with three new courses FAED 4001 Professional Reflection Seminar I, FAED 4002 Professional Reflection Seminar II, and FAED 4003, Professional Reflection Seminar III. | • Continue offering orientation to candidates  
• Continue communication with faculty | • Department meetings  
• Candidate orientations                                                      |
| Teacher Work Sample              | • In 2012, 73% of candidates scored at the target level in criteria 2. Integrating & applying knowledge for instruction. Candidates need to better understand and use human development & learning theories on their teaching. | • Reorganization of EDFU 3001 & EDFU 3002 courses.  
• Implementation of EDPE 4007, an Introductory Research course  
• In the FAED courses, professors emphasize the need for observing & reflecting about the effect of teaching on student learning | • Continue offering workshops and seminars to candidates and cooperating teachers  
• Continue communication with clinical supervisors | • Department meetings  
• Institutional Assessment Dialogue  
• Candidate orientations                                                      |
| Pedagogical Situation (PCMAS)    | • Candidates obtain averages over the expected level of performance. | • The faculty was motivated to provide more situations through which candidates had the opportunity to apply theory to practice. | • Continue offering opportunities for candidates to practice pedagogical situations during their courses | • Department meetings  
• Institutional Assessment Dialogue  
• Candidate orientations                                                      |
• Curriculum revision

Patrono con igual oportunidad en el empleo