

MEASURE 1

Measure 1 (Initial):

Completer Effectiveness (R4.1)

Measure 1 provides evidence of completer effectiveness based on self-reported survey data collected from program completers across a three-year assessment cycle (2022–2023, 2023–2024, and 2024–2025). These data are systematically gathered as part of the EPP’s ongoing **Quality Assurance System (QAS)**, in alignment with CAEP expectations for continuous improvement and accountability.

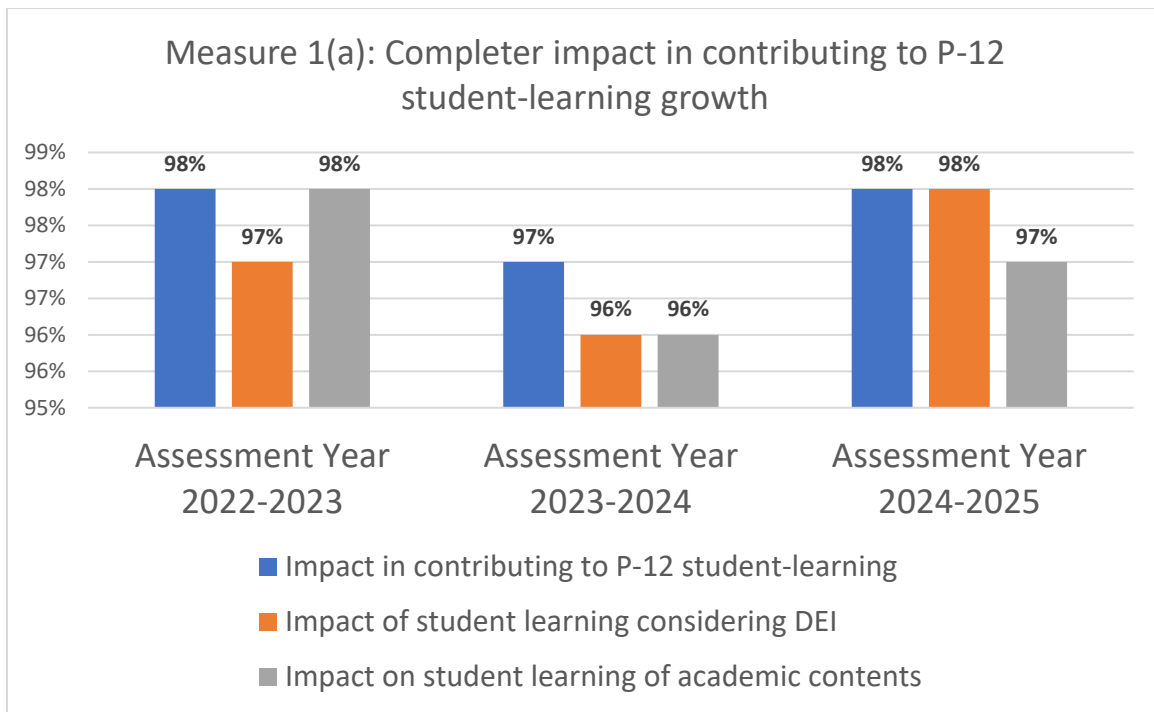
The results demonstrate **consistently high levels of perceived effectiveness** among completers in contributing to P–12 student learning growth. Specifically, overall impact ratings remain between **97% and 98% across all three years**, indicating that completers perceive themselves as highly effective in supporting student learning outcomes in their professional practice.

In relation to **diversity, equity, and inclusion (DEI)**, completers report similarly strong outcomes, with ratings ranging from **96% to 98%**. While there is a slight dip in 2023–2024 (96%), the data show recovery in 2024–2025 (98%), suggesting responsiveness to programmatic adjustments and sustained attention to inclusive pedagogical practices.

Regarding **impact on student learning of academic content**, results remain stable and high, fluctuating between **96% and 98%** across the three cycles. This consistency indicates that completers are effectively applying content knowledge and instructional strategies aligned with curriculum standards and learner needs.

Across all indicators, the data reflect **minimal variability and sustained performance above 95%**, which exceeds typical EPP benchmarks and supports the conclusion that completers demonstrate strong mastery of professional knowledge, skills, and dispositions. The slight variation observed in the 2023–2024 cycle does not indicate decline but rather normal fluctuation within a high-performing range.

Importantly, these findings are derived from a **longitudinal, cyclical data collection process**, reinforcing the reliability and representativeness of the evidence. The EPP uses these results within its QAS to inform decision-making, guide faculty discussions, and implement targeted improvements, particularly in areas such as DEI integration and instructional effectiveness. In sum, the evidence for Measure 1 (R4.1) indicates that program completers are **highly effective educators** who contribute meaningfully to P–12 student-learning growth and demonstrate the ability to apply professional competencies in diverse educational settings.



Measure 1 (b): Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions (R4.1)

Measure 1 (b) provides evidence that program completers effectively apply professional knowledge, pedagogical skills, and dispositions in their P–12 educational settings. Data are derived from completer surveys administered across a three-year assessment cycle (2022–2023, 2023–2024, and 2024–2025) as part of the EPP’s established **Quality Assurance System (QAS)**.

The findings indicate a **clear pattern of continuous improvement and sustained high performance** across all three components:

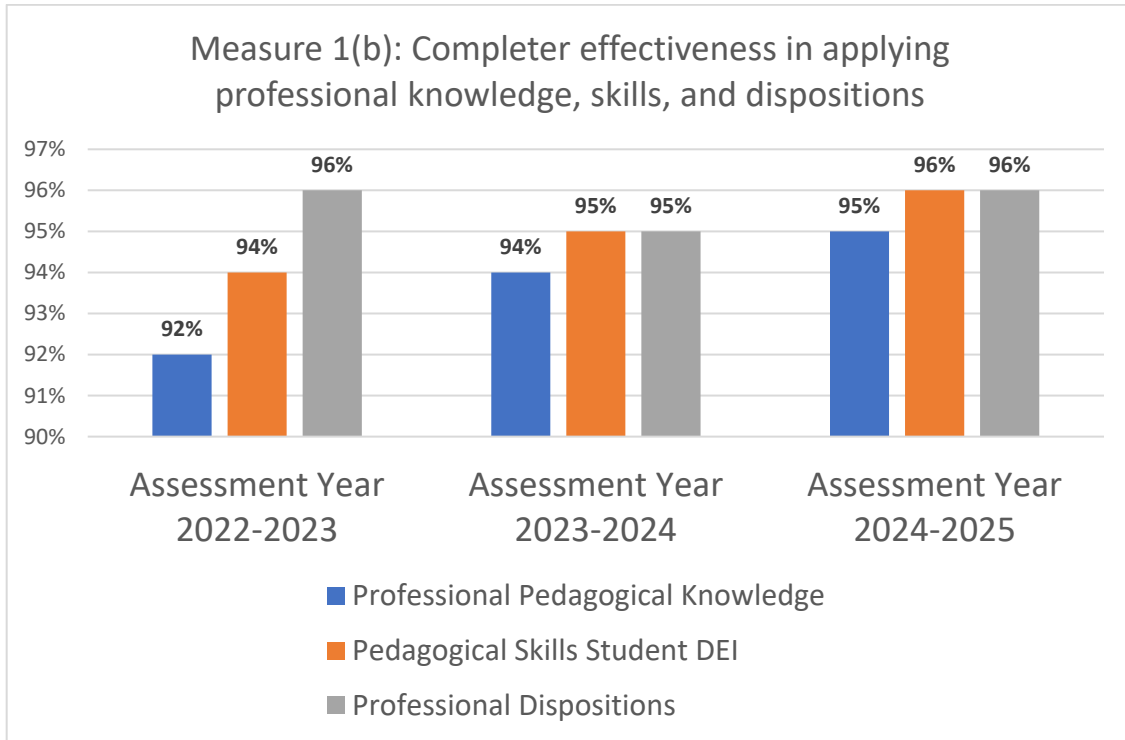
- **Professional Pedagogical Knowledge** shows a steady increase from **92% (2022–2023)** to **94% (2023–2024)** and **95% (2024–2025)**. This upward trend suggests that completers are increasingly confident in their mastery and application of content knowledge, instructional planning, and evidence-based teaching practices.
- **Pedagogical Skills with a focus on DEI** also demonstrate consistent growth, rising from **94% to 95% and reaching 96% in 2024–2025**. This progression reflects the EPP’s emphasis on inclusive teaching practices and the effective integration of diversity, equity, and inclusion into instructional delivery.
- **Professional Dispositions** remain strong and stable, with ratings of **96% (2022–2023), 95% (2023–2024), and 96% (2024–2025)**. These results indicate that completers consistently demonstrate professional ethics, collaboration, responsibility, and commitment to student success across diverse learning environments.

Overall, all three indicators remain **at or above 92%, with most reaching 95%–96% in the most recent cycle**, confirming that completers not only acquire but effectively apply the competencies expected of beginning educators.

The slight increase across cycles, particularly in pedagogical knowledge and DEI-related skills, suggests that the EPP’s data-informed improvements—guided by the QAS—are yielding measurable results. These improvements may be associated with strengthened coursework, enhanced clinical experiences, and targeted faculty support aligned with CAEP standards.

Importantly, the consistency of high ratings across multiple cycles supports the **validity and reliability of the data**, while also demonstrating that completers are prepared to meet the complex demands of contemporary classrooms.

In conclusion, the evidence for Measure 1 (b) indicates that EPP completers effectively apply **professional knowledge, instructional skills, and dispositions** in their practice, reinforcing their overall effectiveness as educators and their positive contribution to P–12 student learning.



MEASURE 2

Interpretation of Measure 2 (Initial and Advanced): Employer Satisfaction and Stakeholder Involvement (R4.2, R5.3, RA4.1) **CAEP Annual Report 2024–2025**

Measure 2 presents evidence of employer participating as stakeholders considering levels (%) of satisfaction with program completers. Data demonstrate the active involvement of stakeholders in the evaluation process. Data are collected through employer surveys administered across a three-year assessment cycle (2022–2023, 2023–2024, and 2024–2025) as part of the EPP’s **Quality Assurance System (QAS)**, ensuring systematic, continuous, and data-informed program improvement.

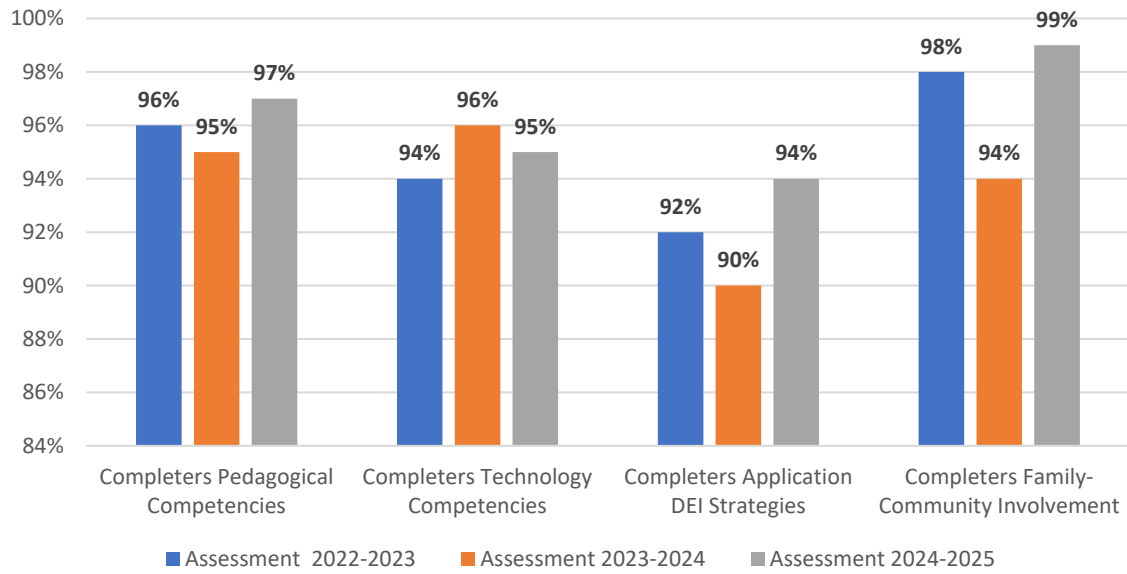
The results demonstrate **consistently high levels of employer satisfaction**, with all indicators ranging from **90% to 99%** across the three-year period.

- **Completers’ Pedagogical Competencies** remain strong, with ratings of **96%, 95%, and 97%**, indicating that employers perceive completers as well-prepared in instructional planning, classroom management, and delivery of effective teaching practices.
- **Technology Competencies** show stable and high performance (**94%, 96%, 95%**), reflecting completers’ ability to integrate digital tools and instructional technologies in diverse learning environments.
- **Application of DEI Strategies** presents slightly lower but still robust ratings (**92%, 90%, 94%**). The dip observed in 2023–2024 (90%) followed by improvement in 2024–2025 (94%) suggests that targeted programmatic efforts—likely informed by prior data—have strengthened completers’ capacity to address diversity, equity, and inclusion in practice.
- **Family and Community Involvement** emerges as the highest-rated area, increasing from **98% to 94% and reaching 99% in 2024–2025**, highlighting completers’ effectiveness in engaging families and fostering school-community partnerships, a key component of professional responsibility.

Overall, the data indicate **high employer confidence in the performance of program completers**, with most indicators meeting or exceeding a 95% satisfaction level in the most recent cycle. The upward trends, particularly in DEI application and family/community engagement, reflect the EPP’s responsiveness to stakeholder feedback and commitment to continuous improvement.

In alignment with **CAEP Standard R5.3**, these findings also demonstrate meaningful stakeholder involvement. Employers—primarily school principals and supervisors—serve as critical partners by providing evaluative feedback that informs program design, curriculum refinement, and clinical practice enhancements. In conclusion, Measure 2 provides strong evidence that employers are **highly satisfied with the competencies and professional performance of EPP completers**, and that stakeholder input is systematically integrated into the EPP’s Quality Assurance System to sustain program quality and relevance.

Measure 2: Satisfaction of employers and stakeholder involvement



MEASURE 3

Measure 3: Candidate Competency at Completion

Measure 3 provides evidence of candidate competency at program completion based on performance in the **Puerto Rico Teacher Certification Assessments (PCMA's)**, the required licensure examination used to determine readiness for professional practice. These data reflect the extent to which candidates meet program expectations and are qualified to be recommended for licensure.

The results are reported across a three-year assessment cycle (2022–2023, 2023–2024, and 2024–2025) and include two key domains: **Fundamental/Content Knowledge** and **Professional/Pedagogical Knowledge**.

- In **2022–2023**, candidates demonstrated strong performance, with pass rates of **96%** in both content knowledge and pedagogical knowledge.
- In **2023–2024**, performance reached a peak, with **100% pass rates** in both domains, indicating that all candidates successfully met the required licensure standards.
- In **2024–2025**, pass rates were slightly lower but remained high at **92%** for both content and pedagogical knowledge.

Overall, the data indicate **consistently high candidate competency**, with pass rates ranging from **92% to 100%** across the three years. The peak performance in 2023–2024 suggests particularly strong alignment between program preparation and licensure expectations. Although there is a decrease in 2024–2025, the results remain well above minimum expectations and continue to reflect a high level of candidate preparedness.

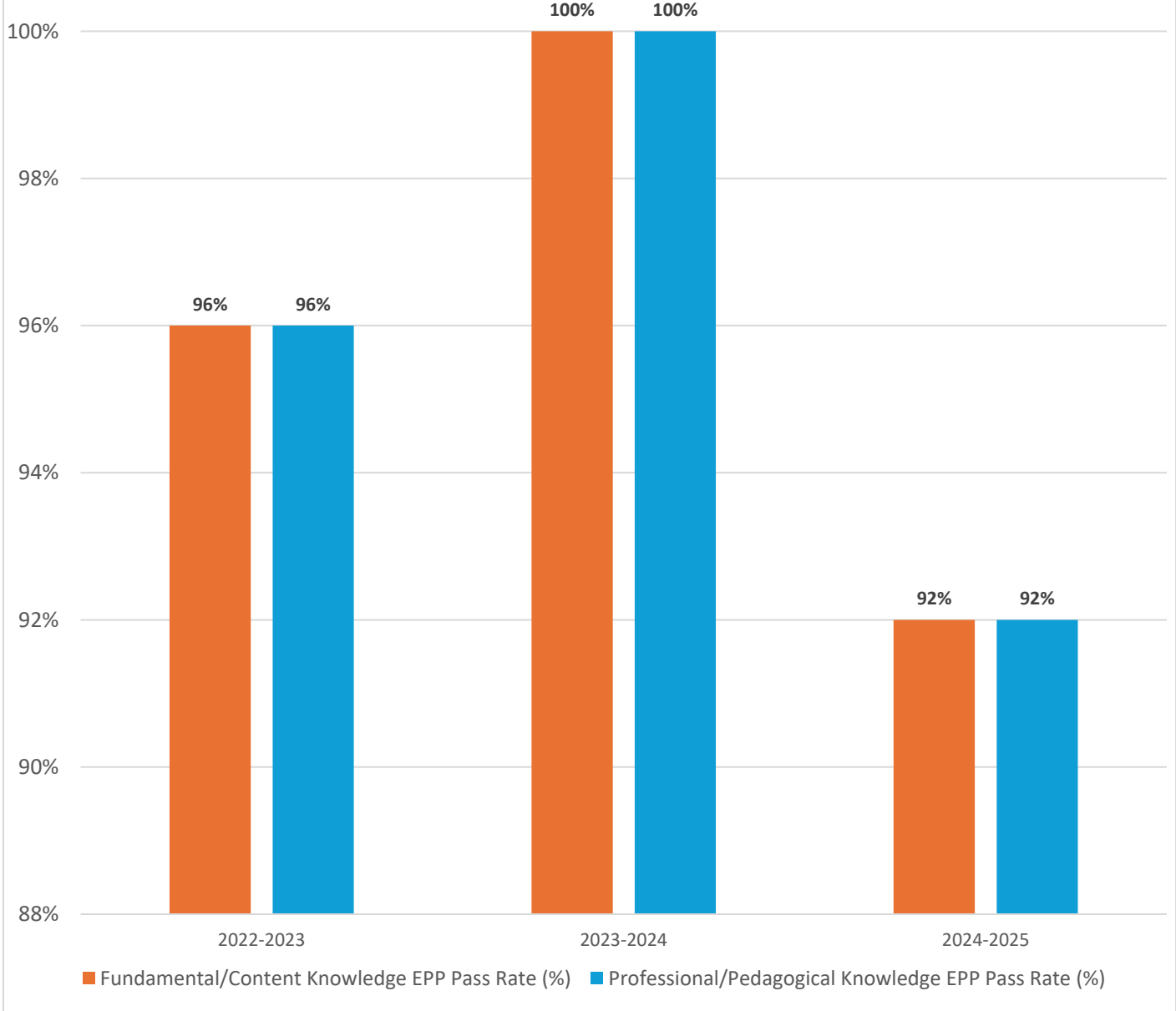
Importantly, the consistency between **content knowledge and pedagogical knowledge pass rates** across all cycles indicates that candidates are being prepared in a **balanced and coherent manner**, integrating subject matter expertise with effective teaching practices.

These outcomes provide clear evidence that the EPP has established effective processes for ensuring that candidates meet completion requirements. The use of an **external, standardized licensure assessment (PCMA's)** strengthens the validity and reliability of the data, as it provides an objective measure of candidate readiness.

Within the EPP's **Quality Assurance System (QAS)**, these results are systematically reviewed to identify trends and inform program improvements. The slight decline observed in 2024–2025 will be examined to determine contributing factors and to implement targeted interventions, if necessary, to maintain and enhance candidate performance.

In conclusion, Measure 3 demonstrates that candidates completing the program consistently meet high standards of competency and are **adequately prepared for licensure and entry into the teaching profession**, as evidenced by strong performance on the Puerto Rico Teacher Certification Assessments.

Measure 3: Completers Assessments
(PR Teacher Certification Test/PCMA's)



MEASURE 4

Measure 4: Ability of Completers to be Hired in Positions for Which They Were Prepared

Measure 4 provides evidence of completers' employment outcomes in positions aligned with their preparation. Data are derived from **EPP-collected phone survey outreach** to program completers across three academic years (2022–2023, 2023–2024, and 2024–2025). Reported percentages represent the proportion of respondents who confirmed employment in their field of preparation relative to the number of completers contacted.

It is important to state upfront that **response rates were below 15%**, which introduces a **notable margin of error and limits generalizability**. Therefore, results should be interpreted as **indicative trends rather than definitive employment rates**. Despite this limitation, the data provide useful directional insights into employment patterns by specialization.

Across the three-year cycle, several patterns emerge:

- **High-demand fields** such as **Teaching Mathematics and Teaching Biology** consistently show the strongest employment alignment, with rates ranging approximately from **80% to 95%**. This suggests stable market demand and strong alignment between program preparation and workforce needs.
- **Teaching ESL and Teaching Spanish** demonstrate **moderate to increasing employment trends**, with ESL rising from approximately **45% to 55%** and Spanish from **45% to 55%** in 2024–2025. These gains may reflect growing linguistic and cultural needs in school settings.
- **Teaching Special Education and Physical Education** show **variable but improving trends**, with Special Education reaching approximately **45%** and Physical Education **40%** in 2024–2025, suggesting gradual strengthening in placement outcomes.
- **Early Childhood and Preschool** remain **lower but stable**, ranging between **12% and 25%**, which may reflect structural hiring constraints or limited openings in these levels.
- **Teaching Health Education** shows the greatest fluctuation, with a decline in 2023–2024 followed by a notable increase in 2024–2025 (approximately **35%**), indicating instability in this specialization's job market.

Overall, the data suggest that **completers are being hired in their areas of preparation at varying rates depending on specialization**, with stronger outcomes in STEM-related and high-need teaching fields. The upward trends observed in several areas during 2024–2025 may indicate improving alignment between program offerings and labor market demands.

From a Quality Assurance perspective, the EPP recognizes the **limitations of the current data collection method**, particularly the low response rate. As part of continuous improvement aligned with **CAEP Standard R5**, the EPP is exploring strategies to strengthen data validity, including:

- Expanding follow-up methods beyond phone calls (e.g., email, digital surveys, alumni networks),

- Increasing response rates through systematic tracking and incentives,
- Triangulating employment data with employer feedback and completer surveys (Measures 1 and 2).

In conclusion, while the evidence for Measure 4 is **informative but limited in representativeness**, it indicates that a substantial proportion of responding completers are employed in positions aligned with their preparation, particularly in high-demand teaching fields. Continued improvements in data collection will enhance the EPP’s ability to more accurately demonstrate completer employability and program effectiveness.

