



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

Escuela De Educación
Universidad Ana G. Méndez- Recinto de Gurabo
Gurabo, Puerto Rico

Accreditation Council April 2020
Accreditation Application Date: *

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2026. The next site visit will take place in Fall 2025.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Spring 2020 and Spring 2026. The next site visit will take place in Fall 2025.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence to document candidates' understanding of the 10 INTASC standards. (component 1.1)	Assessments and rubrics are not aligned to InTASC components.
2	The EPP provided insufficient evidence of the candidates' content and pedagogical knowledge. (component 1.3)	EPP does not provide at least three cycles of data from each key assessment as evidence of candidates' content and pedagogical knowledge.

STANDARD 4: Program Impact

	Areas for Improvement	Rationale
1	EPP provided insufficient evidence of completer impact on student learning. (component 4.1)	EPP did have a plan for 4.1, but did not present sufficient data to meet the phase-in requirements.
2	EPP provided insufficient evidence of a plan or data on completer performance. (component 4.2)	EPP presented a plan for 4.2 but referenced candidates instead of completers. EPP did not present sufficient data to meet the phase-in requirements.
3	The EPP provided an insufficient plan to demonstrate employer satisfaction and the data were not compiled nor adequately disaggregated. (component 4.3)	Data to demonstrate employer satisfaction with completers and completer milestones like promotion and retention were not analyzed.
4	The EPP provided an insufficient plan to demonstrate completer satisfaction and the data were not compiled nor adequately disaggregated. (component 4.4)	Data to demonstrate completer satisfaction were not analyzed.

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence of a comprehensive quality assurance system. (component 5.1)	The EPP is in the beginning stages of building a comprehensive QAS with most assessment instruments yet to be developed or implemented. No cohesive system is in place for managing all data in the QAS for adequate review and continuous improvement efforts.
2	The EPP provides limited evidence of regular and systematic assessment of performance goals and relevant standards, tracking results over time, and using results to improve program elements and processes. (component 5.3)	The EPP provided limited evidence of a system for assessing performance of its goals, its ability to review data over time, or how it uses results for program improvement. Additionally, there was limited evidence for use of data for continuous improvement.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD A.1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	EPP provided an insufficient plan to measure candidates' abilities to understand and apply knowledge and skills appropriate to their professional field of specialization. (component A.1.1)	EPP provided an insufficient plan to measure candidates' abilities to apply data literacy, use research, employ data analysis, lead and/or participate in collaborative activities, integrate technology, and apply professional

dispositions.

STANDARD A.5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence to demonstrate that a comprehensive quality assurance system was in place. (component A.5.1)	The EPP is in the beginning stages of building a comprehensive QAS with most assessment instruments yet to be developed or implemented. An emerging system is in place for managing all data in the QAS for adequate review and continuous improvement efforts.

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site visit may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced level that lead to professional licensure, certification, or endorsement as defined

by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure Level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report