



DEPARTAMENTO DE

EDUCACIÓN

GOBIERNO DE PUERTO RICO

**Cómo completar el informe
Institutional and Program Report Card (IPRC)
Año del Reporte 2024-2025**

**Ileana Cortés Burgos
Coordinadora Estatal
787-469-1444
Lunes, 16 de marzo de 2026**



INTRODUCCIÓN

La Sección 205 del Título II de la Ley de Oportunidades de Educación Superior (Higher Education Opportunity Act) ordena que el Departamento de Educación recopile datos sobre las evaluaciones estatales, otros requisitos y normas para la certificación y licencia del maestro, así como datos sobre el rendimiento de los programas de preparación de maestros. La ley exige que el Secretario utilice estos datos para presentar al Congreso un informe anual sobre la calidad de la preparación de los maestros.



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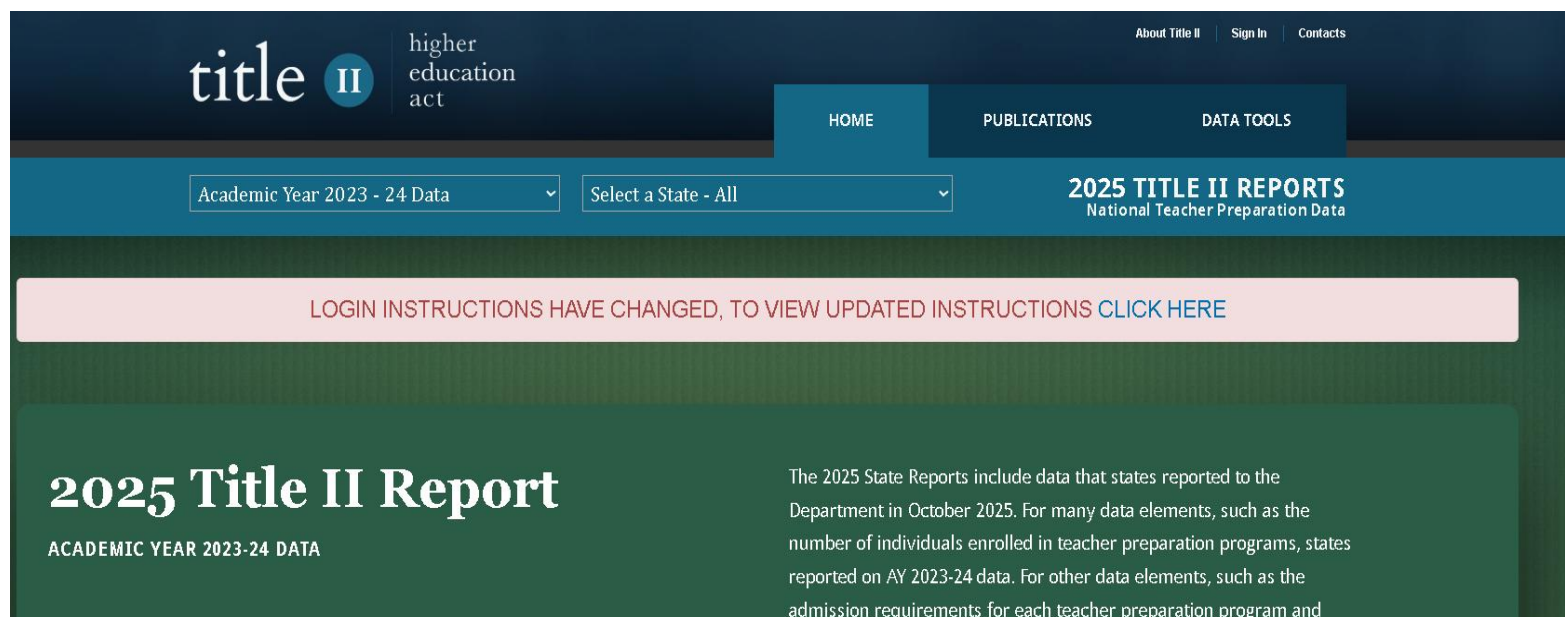
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Utilice la siguiente dirección electrónica: <https://title2.ed.gov/Public/Home.aspx>

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2023 TITLE II REPORTS
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Si es la primera vez que accede a la plataforma deberá completar estas áreas con los datos que le envió title2/Trewon.

Si ha accedido a este informe anteriormente, el sistema recordará su usuario. Sin embargo, la contraseña que deberá utilizar es la enviada por Title2/Trewon.

Welcome Ileana Cortes-Burgos

Welcome to your Title II State Coordinator Dashboard!

Your dashboard provides you with the tools you need to monitor and support your teacher preparation providers during the Institution and Program Report Card (IPRC) data collection (February through April) and to complete and certify your State Report Card (December through January). IPRCs are due annually on April 30. State Report Cards are due annually on January 20.

To access and view the status of your State Report Card, see the State Report Card information to the right. To view and manage IPRC reports, or to use the “Send Mail” feature, see below.

State Report AY 2023-24



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Complete

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minutes to load

Report Due in 224 Days



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AÑO QUE SE REPORTARÁ
2024-2025



Paso 2. Seleccionar “Sign in”

NOTA. Aquella institución que tiene las dos rutas deberá completar ambos reportes.

Paso 3. Institution Information

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

¿Qué es el IPEDS ID?

IPEDS es el Sistema Integrado de Datos de la Educación Postsecundaria. Se trata de un sistema de encuestas interrelacionadas que realiza anualmente el Centro Nacional de Estadísticas Educativas (NCES) del Departamento de Educación de los Estados Unidos. El IPEDS recoge información de todos los colegios, universidades e instituciones técnicas y profesionales que participan en los programas federales de ayuda financiera a los estudiantes. Los usuarios que no conozcan su IPEDS ID pueden buscar su institución en <https://nces.ed.gov/collegenavigator/>.



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Los proveedores de preparación de profesores que no tienen su sede en un colegio, universidad o institución técnica o profesional que participa en los programas federales de ayuda financiera a los estudiantes pueden no tener un *IPEDS ID*, y pueden indicarlo en el cuadro de texto disponible.

Si pisa en los *Key Terms IPEDs ID* le saldrá la pantalla que se presenta en inglés. Al pisar el enlace podrá buscar su institución para encontrar el número de identificación de la misma.

Luego de completado el *IPEDs ID*, deberá completar el resto de la información:

ADDRESS
POBox 517
CITY
Barranquitas
STATE
Puerto Rico
ZIP
00794
SALUTATION
Dr.
FIRST NAME
Rosa C.
LAST NAME
Rodriguez-Morales
PHONE
(787) 857-3600
EMAIL
rrodriguez@brinter.edu

Secciones y temas del Reporte

Sección I. Program Information

- a. List of Programs
- b. Program Requirements: Undergraduate Requirements; Postgraduate Requirements y Supervised Clinical Experience
- c. Enrollment and Program Completers
- d. Teachers Prepared:
 - Teachers Prepared by Subject Area (estudiantes preparados por materia)
 - Teachers Prepared by Academic Major (estudiantes preparados por especialidad académica)
- e. Program Assurances

Sección II Annual Goals: Mathematics, Science, Special Education, Instruction of Limited English Proficient Students (en DEPR son aprendices del español como segundo idioma).

Sección III Program Pass Rates – lo completa el estado para cada reporte de las instituciones.

Sección IV: Low- Performing

Sección V: Use of Technology

Sección VI: Teacher Training

Contextual information

Certification



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Paso 4. Section I List of Programs

SECTION I: PROGRAM INFORMATION

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

[\(§205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.14	Teacher Education - English as a Second Language	UG	

Total number of teacher preparation programs:

Sección
Prepoblada

Section I. Program Information

List of Programs

127 [Conservatorio](#)

Lo que aparece:

Conservatorio de Música de Puerto Rico (127), IPEDS ID: P241766

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1312	Teacher Education - Music	UG	Not Applicable	<button>Edit</button>

Add Program

Conservatorio de Música de Puerto Rico (127), IPEDS ID: P241766

Total number of teacher preparation programs:

3

Update

Luego del cambio:

Conservatorio de Música de Puerto Rico (127), IPEDS ID: P241766

Total number of teacher preparation programs:

1





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Error Identificado: IPEDs ID

Caribbean University - Recinto de Bayamon - Alt (134), No IPEDs ID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1	Special Education	UG	Not Applicable	

Dewey University, Recinto Hato Rey - Alt (8), No IPEDs ID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.121	Early Childhood Education	UG	Not Applicable	

SECTION I: PROGRAM INFORMATION

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(§205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Undergraduate y
Postgraduate están
pre pobladas.



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Esta sección estará prepoplada con la información del año anterior.

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
☐ No

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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☐ Yes ☒ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No
Essay or personal statement	☐ Yes ☒ No	☒ Yes ☐ No

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: College Entrance Examination Board	☒ Yes ☐ No	☐ Yes ☒ No



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Error Identificado

Section I: Program Information, Alternative Undergraduate Entry/Exit and GPA Requirements, Alternative Route Undergraduate GPA Requirements	Universidad de Puerto Rico, Recinto de Mayaguez - Alt (106) - Minimum GPA for entry was provided but not required.
---	--

Lo que aparece en el reporte:

Universidad de Puerto Rico, Recinto de Mayaguez - Alt (106)	No	3	No	3
---	----	---	----	---

Tuve que ir a la sección de requisitos para cambia la respuesta de NO a SI.

Universidad de Puerto Rico, Recinto de Mayaguez - Alt (106)

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

Universidad de Puerto Rico, Recinto de Mayaguez - Alt (106)		
Element	Admission	Completion
Transcript	Yes	Yes



2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:



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Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

☐ Yes
☒ No

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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	☐ Yes ☒ No	☐ Yes ☒ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☐ Yes ☒ No	☐ Yes ☒ No
Minimum GPA	☐ Yes ☒ No	☐ Yes ☒ No
Minimum GPA in content area coursework	☐ Yes ☒ No	☐ Yes ☒ No
Minimum GPA in professional education coursework	☐ Yes ☒ No	☐ Yes ☒ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☐ Yes ☒ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify:	☐ Yes ☒ No	☐ Yes ☒ No



ERROR

Si la respuesta fue NO.
Las columnas deberán
estar en blanco.



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2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:



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Sección pre poblada

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. [§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#)

Are there programs with student teaching models?

- ☐ Yes
☐ No



NO DEJAR PREGUNTAS
SIN RESPONDER.

Se refiere a los estudiantes
en practica.

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

50

Number of clock hours required for student teaching

200

Are there programs in which candidates are the teacher of record?

- ☐ Yes
☐ No

Se refiere a los estudiantes que son
empleados del DEPR, sin haberse graduado.

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom



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All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	
Optional tool for automatically calculating full-time equivalent faculty in the system	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	
Number of students in supervised clinical experience during this academic year	

Please provide any additional information about or descriptions of the supervised clinical experiences:

The following courses require a minimum hours in the educational scenarios: 1) Field experiences in the educational scenario I (EDUC 1080): ten hours. 2) Field experiences in the educational scenarios II (EDUC 2890): fifteen hours. 3) Clinical experiences in the educational scenario I (EDUC 3015): a minimum of twenty - five hours. 4) Clinical experiences in the educational scenario II (EDUC 4013): a minimum of three hours. Note: In this course, the student must complete a minimum of 200 hours in the educational scenario.

El *optional tool* se refiere:

Optional tool for automatically calculating full-time equivalent faculty in the system

Enter the number of faculty supervising clinical experience who are employed full-time (100%) by the IHE, the number of faculty supervising clinical experience who are employed half-time (50%) by the IHE, and, for any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared a full-time faculty member).

Employment rate	Number of faculty
100% (Employed full time)	
50% (Employed half time)	
Ex. 75%	
Ex. 25%	
NUMBER OF FULL-TIME EQUIVALENT FACULTY SUPERVISING CLINICAL EXPERIENCE	[Auto-generated]

Esta sección la tienen que completar.



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SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)



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Esta sección no está pre poblada.

Enrollment and Program Completers

2019-20 Total		
Total Number of Individuals Enrolled		
Subset of Program Completers		

Gender	Total Enrolled	Subset of Program Completers
Male		
Female		
Non-Binary/Other		
No Gender Reported		
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic/Latino of any race		
Native Hawaiian or Other Pacific Islander		
White		

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races		
No Race/Ethnicity Reported		



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Error Identificado: Gender

Universidad de Puerto Rico, Recinto de Aguadilla (101)

Gender	Total Enrolled	Subset of Program Completers
Male	41	1
Female	124	11
Non-Binary/Other	0	0
No Gender Reported	0	0
Total	165	12

Edit

Universidad de Puerto Rico, Recinto de Aguadilla - Alt (101)

Gender	Total Enrolled	Subset of Program Completers
Male	41	1
Female	124	11
Non-Binary/Other	0	0
No Gender Reported	0	0
Total	165	12

Edit



Paso 9. Teachers Prepared by Subject Area – sección no está pre poblada.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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. [IS205\(b\)\(1\)\(H\)\(i\)](#)

What Are CIP Codes?

☐ No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1995, 1990, and 2000 (<https://nces.ed.gov/ipeds/datacode/Default.aspx?m=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	

Subject Area -estudiantes preparados por materia.
Esto es, se refiere a la materia que estará enseñando.



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Error Identificado: Subject Area

The following items must be resolved before you can certify your program report card:

Universidad de Puerto Rico, Recinto de Rio Piedras (107) - 'Other' was specified but teachers prepared by subject area were not reported.

Universidad Interamericana de Puerto Rico, Recinto de Arecibo (114) - 'Other' was specified but teachers prepared by subject area were not reported.

Universidad Interamericana de Puerto Rico, Recinto de Arecibo (114)		
CIP Code	Subject area	Number prepared
13.99	Education - Other Specify: 0	0

Error

Universidad de Puerto Rico, Recinto de Rio Piedras (107)		
CIP Code	Subject area	Number prepared
13.99	Education - Other Specify:	0

Arreglado



Paso 10. Teachers Prepared by Academic Major – esta sección no está pre poblada

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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. [\(5205\(b\)\(1\)\(i\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education-Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☐ Yes
☐ No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

Academic Major: estudiantes preparados por especialidad académica. Se refiere al grado académico o título al completar el programa.

Error Identificado: Academic Mayor

The following items must be resolved before you can certify your program report card:

Universidad de Puerto Rico, Recinto de Río Piedras (107) - 'Other' was specified but teachers prepared by academic major were not reported.

Universidad de Puerto Rico, Recinto de Río Piedras (107) - 'Other' was specified but teachers prepared by academic major were not reported.

Universidad Interamericana de Puerto Rico, Recinto de Arecibo (114) - 'Other' was specified but teachers prepared by academic major were not reported.

Universidad Interamericana de Puerto Rico, Recinto de Arecibo (114) - 'Other' was specified but teachers prepared by academic major were not reported.

Universidad Interamericana de Puerto Rico, Recinto de San Germán (109) - 'Other' was specified but teachers prepared by academic major were not reported.

107

99	Other Specify: 0	0
----	---------------------	---

Se corrigieron en ambos puntos 13.66 y 99.

114

13.99	Education - Other Specify: 0	0
99	Other Specify: 0	0



Paso 11. Program Assurances – sección pre poblada con la información del año anterior

SECTION E: PROGRAM INFORMATION

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. (§205(a)(1)(A)(iii); §205(b))

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Program Assurances

1. Program 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
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No
☐ Program does not prepare special education teachers

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

At the beginning of every semester, a seminar is offered to the students who will be doing their practice teaching. The aforementioned assurances are included in the seminar's curriculum. Moreover, the practice teaching coordinator and the practice teaching supervisors meet regularly with the students to discuss these issues and provide workshops as needed.



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Como aparece en IPRC 2023 presentación

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. (§205(a)(1)(A)(iii); §206(b))

Note: This section is preloaded from the prior year’s IPRC.

Program 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.	Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to limited English proficient students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes/No	Yes/No	Yes/No/Program does not prepare special education teachers	Yes/No	Yes/No	Yes/No	Yes/No

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



SECTION II: ANNUAL GOALS

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 teacher preparation 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.

[§5205\(a\)\(1\)\(A\)\(ii\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- [Report Progress on Last Year's Goal \(2019-20\)](#)
- [Review Current Year's Goal \(2020-21\)](#)
- [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

☐ Yes

☒ No

2. Describe your goal.

3. Did your program meet the goal?

☐ Yes

☐ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

El objetivo del año pasado y el del año en curso se carga previamente desde el IPRC del año anterior.

Esta sección se compone de preguntas sobre los siguientes temas:

- Matemáticas,
- Ciencia,
- Educación Especial,
- Estudiantes con limitaciones en el idioma Inglés (para Puerto rico es Español)

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Según documento IPRC 2023

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

2. Describe your goal.

3. Did your program meet the goal?

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:



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Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☐ Yes
☐ No

10. Describe your goal.

Estas mismas preguntas se le preguntarán para las siguientes áreas: *Science, Special Education e Instruction of limited English proficient students* (para PR la respuesta será contestada bajo el concepto de Estudiantes con Limitaciones Lingüísticas en Español).



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Paso 13. Section III Assessment Pass Rates

Esta sección se completa con los datos provistos por el Departamento de Educación de Puerto Rico los cuales se nutren de los datos ofrecidos por el College Board. Para el año del reporte el PRDE estará informando que no se administró la prueba. Por tal razón, los datos no estarán presentados en el reporte de sus universidades.

Paso 14. Section IV. Statement and Designation as Low Performing

Esta sección está pre poblada con la información del año anterior. La IPRC solamente deberá responder:

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

☒ Yes
☐ No

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

☒ State
☐ CAEP
☐ AAGEP
☒ Other specify:
Middle States Commission on Higher Education (MSCHE)

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

☐ Yes
☒ No

NOTA: si la cantidad de estudiantes que tomaron el examen son menos de 10, la información de los resultados no se presenta en el reporte.



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Use of Technology

1. 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. [\(5205\(a\)\(1\)\(F\)\)](#)

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

2. 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.



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Paso 16. Section VI. Teacher Training – esta sección está pre poblada con la información del año anterior.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

- a. Teach students with disabilities effectively
- b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.
- c. Effectively teach students who are limited English proficient.

2. Does your program prepare special education teachers?

- ☐ Yes
☐ No

If yes, provide a description of the activities that prepare special education teachers to:

- a. Teach students with disabilities effectively
- b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.
- c. Effectively teach students who are limited English proficient.



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Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.



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Paso 17. 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*.

_____ Name of responsible representative for teacher preparation program

_____ Title

Certification of review of submission:

_____ Name of Reviewer

_____ Title

NOTA. En esta sección la IPRC podrá identificar si tiene alguna pregunta o sección sin completar.



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Asistencia Técnica

La plataforma tiene una sección donde encontrará presentaciones anteriores sobre varios aspectos relacionados a cómo completar este reporte.

Submit Reports

Terms and Conditions

You are accessing a U.S. Federal Government computer system intended to be solely accessed by individual users expressly authorized to access the system by the U.S. Department of Education. Usage may be monitored, recorded, and/or subject to audit. For security purposes and in order to ensure that the system remains available to all expressly authorized users, the U.S. Department of Education monitors the system to identify unauthorized users. Anyone using this system expressly consents to such monitoring and recording. Unauthorized use of this information system is prohibited and subject to criminal and civil penalties. Except as expressly authorized by the U.S. Department of Education, unauthorized attempts to access, obtain, upload, modify, change, and/or delete information on this system are strictly prohibited and are subject to criminal prosecution under 18 U.S.C § 1030, and other applicable statutes, which may result in fines and imprisonment. For purposes of this system, unauthorized access includes, but is not

ADDITIONAL INFORMATION

- << [About Title II](#)
- << [Technical Assistance](#)
- << [Privacy Policy](#)
- << [Contacts](#)



Technical Assistance

Institution and Program Report Card (IPRC) Resources for Teacher Preparation Providers

[Glossary of Key Terms](#)

The Title II Support Center is releasing an IPRC Training Series to support the 2022 IPRC data collection. For Technical Assistance please contact title2@rti.org or call 866-214-2038.

- Introduction to Title II Reporting
 - View the 6-minute Introduction to Title II Reporting training video [here](#).
 - View the transcript [here](#).
- IPRC System Features
 - View the 7-minute IPRC Reporting System Features training video [here](#).
 - View the transcript [here](#).
- IPRC Section by Section: Pre-loaded Sections
 - View the 9-minute IPRC Section by Section: Preloaded Sections training video [here](#).
 - View the transcript [here](#).
- IPRC Section by Section: Data Entry Sections
 - View the 9-minute IPRC Section by Section: Data Entry Sections training video [here](#).
 - View the transcript [here](#).
- Pass Rates
 - View the 5-minute Pass Rates training video [here](#).
 - View the transcript [here](#).

ADDITIONAL INFORMATION

[<< About Title II](#)

[<< Technical Assistance](#)

[<< Privacy Policy](#)

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NOTA IMPORTANTE

La sección 205 (a)(3) señala:

“(3) FINES.—The Secretary may impose a fine not to exceed \$27,500 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.



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INFORMACIONES IMPORTANTES

APERTURA DE LA PLATAFORMA: 17 de febrero – 30 de Abril de 2026

FECHA LÍMITE PARA COMPLETAR Y CERTIFICAR EL/LOS REPORTE/S:

Miércoles, 30 de abril de 2026

Problemas de acceso a la plataforma se comunicarán con la Sra. Ileana Cortés Burgos

Dirección electrónica: trc@de.pr.gov

Dudas o preguntas comunicarse con la Sra. Ileana Cortés Burgos

No se autoriza a ninguna entidad a comunicarse con Title II o TREWON sin la previa autorización de la Coordinadora Estatal.

Consejo: No dejar para el último día el completar y certificar el o los reportes.



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Muchas gracias

