



**Department of Education CAEP Accountability Measures
Undergraduate Programs
2025-2026**

The Educator Preparation Program (EPP) at The University of Tampa strives to maintain the highest of standards as it prepares its completers to go into classrooms in the Hillsborough County School District, across the state of Florida, and this country to positively impact lives of young people. The EPP supports the state accreditation standards as defined by the Florida Department of Education, and the national accreditation standards as defined by the Council for the Accreditation of Educational Preparation, CAEP.

The EPP at The University of Tampa annually collects, reviews, and acts upon the accountability measures identified by CAEP. This data is collected, tracked, and monitored throughout the academic year and then compiled into an annual data report that is disseminated to EPP faculty and shared with stakeholders. At the onset of each academic year, the EPP conducts a data workshop where the information gleaned from the measures is carefully analyzed and sent into committees to develop data informed goals to pursue throughout the academic year.

CAEP has included four CAEP Accountability Measures that are used to provide information to the public on both *program impact* (Measures 1 & 2) and *program outcomes* (Measures 3 & 4). The accountability measures are: (1) completer impact and effectiveness, (2) employer satisfaction and stakeholder involvement, (3) candidate competency at the time of program completion, and (4) ability of completers to be hired in positions for which they were prepared. The data shared in this document was collected and reported for the 2024-2025 Academic Year (September 1, 2024- August 31, 2025).

EPP Accountability Measures [2024-2025 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2024-2025 Academic Year (September 1, 2024 – August 31, 2025) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **Measure 1 (Initial): Completer Impact & Effectiveness.**

- The following reported data sources address: (a) completer impact in contributing to P-12 student-learning growth and (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
 - Value-Added ratings - state ratings of teachers' impact on gains in student learning, as measured by standardized test scores of the students in their classes.
 - Teacher Evaluations - principal ratings of the competence of recent graduates, as mandated under the Florida Teacher Evaluation System.
 - Completer Satisfaction Survey - a survey of in-service teachers one to three years after graduation from a UT teacher preparation program.
- **Measure 2 (Initial): Satisfaction of Employers and Stakeholder Involvement.**
 - Data sources found below provide information collected on employers' satisfaction with program completers and stakeholder involvement.
 - Employer Satisfaction Survey — a survey of principals' perception of recent UT graduates' preparation in the region served by the university.
 - Stakeholder Feedback Survey — a survey of stakeholders who serve in an advisory role to the EPP to provide guidance, feedback, and input to continuous improvement efforts.
- **Measure 3 (Initial): Candidate Competency at Completion.**
 - Data provided relate to measures the EPP uses to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
 - State licensure exam results - including passage rates and mean scores by year and program area.
 - Successful completion of Critical Tasks/Super Tasks.
 - Educator Disposition Assessment (EDA) - internally developed and is a proprietary measure of candidate dispositions.
 - Hillsborough County Public Schools Educator Evaluation Instrument - a district developed and adopted measure used in the practicum experiences.
- **Measure 4 (Initial): Ability of Completers to be Hired (in positions for which they have prepared).**
 - Data provided include state and EPP collected data related to completers' employment in teaching positions for which they were prepared.
 - Survey of employment - employment rates and average salaries of UT graduates.

- State Employment Report - the annual state employment report provides employment status for completers teaching in Florida public schools.

The Department of Education at the University of Tampa recognizes the importance of providing reliable and accurate information on its Educator Preparation Programs (EPP) to the public. This information serves as the EPP's demonstration of accountability to stakeholders and provision of transparent information to potential candidates.

Measure 1: Completer Impact & Effectiveness

Value Added Model (VAM) Teacher Evaluations Completer Satisfaction Survey

The EPP assesses completer effectiveness through multiple measures including Value-Added Model (VAM) data, teacher evaluation results, and completer satisfaction survey results. Value-Added Model (VAM) data were available for the Elementary Education program. The average VAM score for program completers was 0.0205, with an overall rating of Effective, indicating that completers contributed positively to P-12 student learning growth.

Teacher evaluation data from the Florida Department of Education indicate that 100% of Elementary Education completers were rated Effective (70%) or Highly Effective (30%), with no ratings of Needs Improvement or Unsatisfactory. Social Science completers similarly demonstrated 100% Effective or Highly Effective ratings.

Completer Satisfaction Survey data provide additional evidence of completer effectiveness in applying professional knowledge, skills, and dispositions. The survey yielded a 28% response rate (29 of 102), exceeding acceptable response thresholds.

Results indicate that the majority of completers rated themselves as “able” or “very able” to demonstrate competencies aligned to the FEAP/InTASC Standards. High levels of effectiveness were reported in establishing positive learning environments (93% “very able” to treat students with respect and care), maintaining high expectations (69% “very able”), and implementing active learning strategies (100% “able” or “very able”).

Completers also reported strong instructional competence, with 100% indicating they are “able” or “very able” to provide clear explanations and communicate learning goals, 97% reporting effective scaffolding, and 93% indicating the ability to use assessment data to inform instruction.

These results indicate that completers are well-prepared to apply the knowledge, skills, and dispositions required for effective teaching.

Collectively, these data indicate that program completers positively impact student learning and demonstrate effective instructional practice in P-12 classrooms.

Measure 2 (Initial): Satisfaction of Employers and Stakeholder Involvement

Employer Satisfaction Survey Teacher Education Advisory Council (TEAC) Stakeholder Feedback

Employer satisfaction is assessed through surveys of school administrators who supervise program completers. Results indicate high levels of satisfaction with UTampa graduates, particularly in areas of professionalism, instructional planning, content knowledge, and collaboration.

Employers consistently report that completers:

- demonstrate strong instructional competence
- establish positive learning environments
- respond effectively to feedback and professional expectations

Stakeholder input is also gathered through the Teacher Education Advisory Council (TEAC), which includes P-12 partners, faculty, and program stakeholders. Across multiple feedback cycles, stakeholders consistently identify program strengths in:

- extensive and well-structured clinical experiences
- strong candidate professionalism and work ethic
- candidates' ability to plan and implement instruction

Stakeholders also identify areas for continued growth, including:

- classroom and behavior management
- communication with families and stakeholders
- preparation for working with students with exceptionalities

These findings are systematically reviewed through the EPP's continuous improvement processes and inform targeted program refinements.

Triangulation of Program Impact Measures 1 & 2

The accountability measures, (1) completer impact and effectiveness and (2) employer satisfaction and stakeholder involvement, are analyzed by the EPP. The Triangulated Analysis of Completer Effectiveness Measures Table below shows the triangulation of VAM data, teacher evaluation ratings, and employer feedback. Analysis of this data provides consistent evidence that program completers positively impact P-12 student learning and demonstrate the professional competencies expected of beginning teachers. VAM data document measurable student learning growth, teacher evaluations confirm effective classroom practice, and employer feedback affirms preparedness and instructional performance.

Triangulated Analysis of Completer Effectiveness Measures

The table below presents a triangulated analysis of completer effectiveness measures across multiple cycles, including value-added models (VAM), teacher evaluations, and employer feedback. These data sources are analyzed collectively to examine patterns in completer performance, validate program effectiveness, and inform targeted program improvements.

Measure	Key Findings (Analysis)	Interpretation	Action Taken	Evidence of Outcome
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VAM (Student Learning Growth)	Consistent positive VAM scores; all cycles rated 'Effective'; variation across cohorts (small n)	Completers positively impact student learning; variability reflects cohort size, not decline	Redesigned literacy sequence (RECs); added math field-based experience; strengthened data use	Continued 'Effective' ratings; stable positive growth across cycles
Teacher Evaluations	Majority rated Effective/Highly Effective; EED 100% Effective+; shift from Highly Effective to Effective; SED small n	Completers meet professional expectations; opportunity to strengthen advanced practice	Enhanced differentiation, rigor, and instructional practice; strengthened clinical experiences	Sustained Effective ratings; consistent classroom performance across cycles
Employer Feedback	High satisfaction; 100% rehire; increased response rates (10%→35%); more nuanced feedback	Strong preparation confirmed; increased data reliability; areas identified (differentiation, data use, management)	Revised EDU 212; strengthened ESE, data use, technology, and clinical support systems	Continued high satisfaction; 100% rehire; more targeted program refinements

Across measures, findings demonstrate consistent evidence of completer effectiveness and positive impact on P-12 student learning. Triangulated results confirm strong program outcomes while identifying areas for refinement, with data systematically used to guide program improvements and sustain positive trends across cycles.

Measure 3 (Initial): Candidate Competency at Completion

**State licensure exam results: including passage rates/mean scores by year & program area.
 Successful Completion of Critical Tasks/Super Tasks
 Educator Disposition Assessment (EDA)
 Hillsborough County Public Schools Educator Evaluation Instrument**

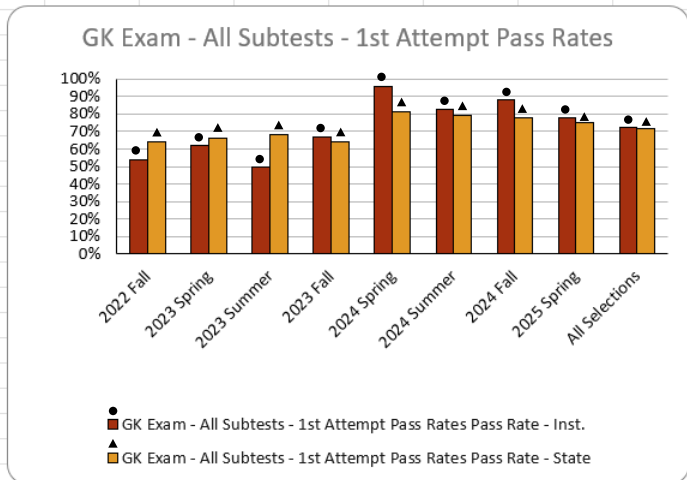
Candidate competency is demonstrated through successful completion of state licensure requirements and performance-based assessments aligned to professional standards.

Elementary and secondary education candidates must pass the Florida Teacher Certification Examinations (FTCE), including the General Knowledge, Professional Education, and Subject Area Exams, prior to program completion. These exams serve as key transition points within the program and provide evidence that candidates meet state expectations for content and pedagogical knowledge. Exam results, benchmarked against state scores over a three year cycle are found below:

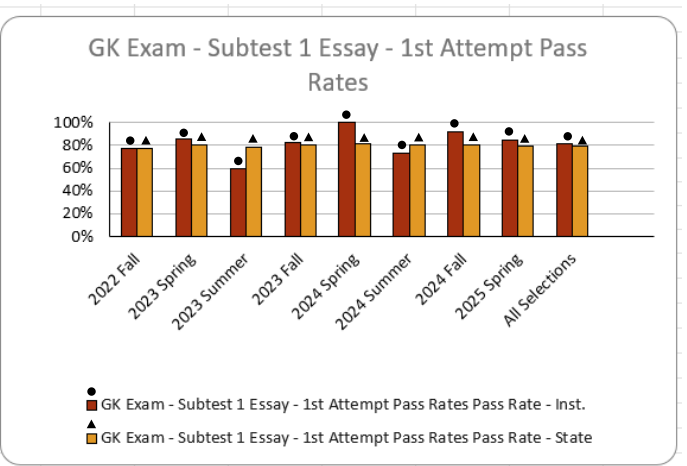
FTCE Score Results

The following graphs represent first (1st) attempt results.
1st Attempt Pass Rate on FTCE Exams
(General Knowledge, Professional & Subject Area)
General Knowledge Exam of the FTCE
Fall 2022-Spring 2025

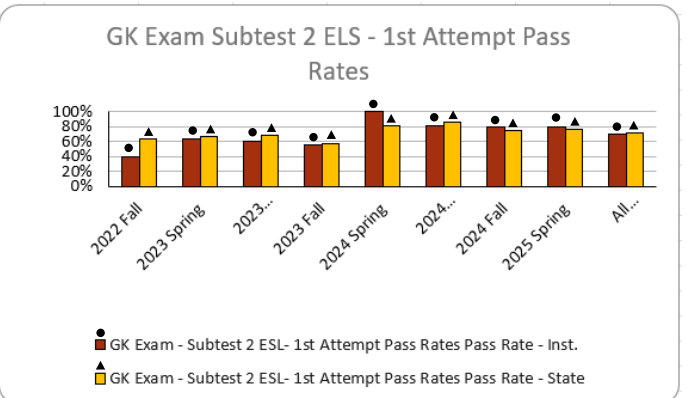
GK Exam - All Subtests - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	54%	64%
2023 Spring	62%	66%
2023 Summer	50%	68%
2023 Fall	67%	64%
2024 Spring	96%	81%
2024 Summer	83%	79%
2024 Fall	88%	78%
2025 Spring	78%	75%
All Selections	72%	72%



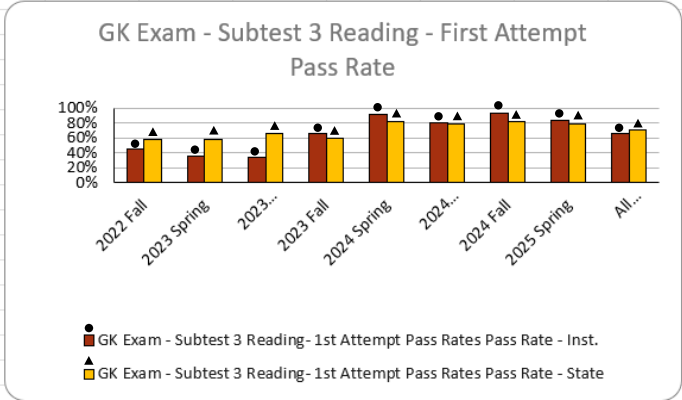
GK Exam - Subtest 1 Essay - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	77%	77%
2023 Spring	86%	80%
2023 Summer	60%	78%
2023 Fall	83%	80%
2024 Spring	100%	82%
2024 Summer	73%	80%
2024 Fall	92%	80%
2025 Spring	85%	79%
All Selections	82%	80%



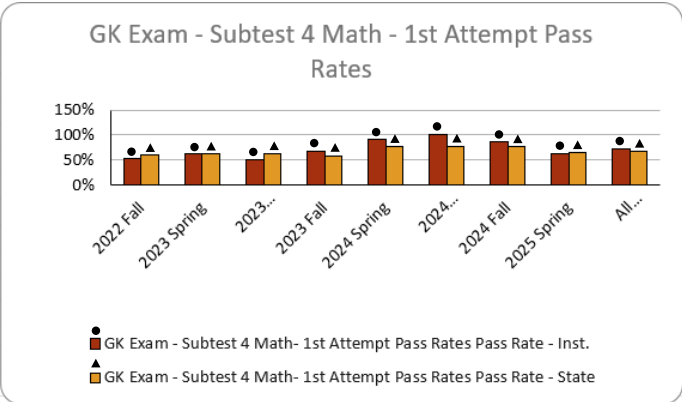
GK Exam - Subtest 2 ELS- 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	39%	63%
2023 Spring	64%	67%
2023 Summer	60%	69%
2023 Fall	55%	58%
2024 Spring	100%	82%
2024 Summer	82%	86%
2024 Fall	79%	75%
2025 Spring	79%	76%
All Selections	70%	72%



GK Exam - Subtest 3 Reading- 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	45%	58%
2023 Spring	36%	58%
2023 Summer	33%	65%
2023 Fall	65%	60%
2024 Spring	92%	82%
2024 Summer	80%	79%
2024 Fall	93%	81%
2025 Spring	84%	78%
All Selections	66%	70%

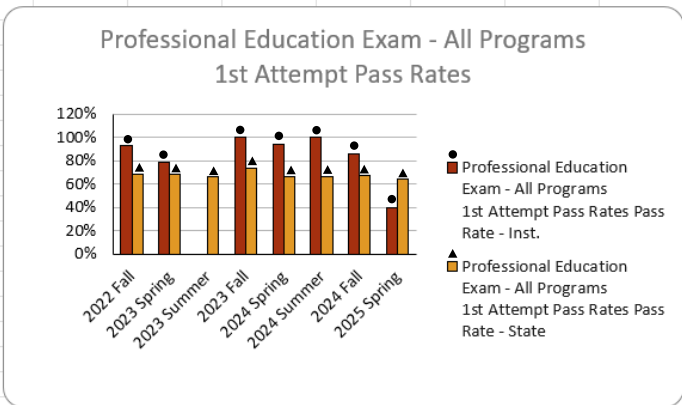


GK Exam - Subtest 4 Math- 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	53%	60%
2023 Spring	62%	62%
2023 Summer	50%	63%
2023 Fall	67%	58%
2024 Spring	92%	78%
2024 Summer	100%	78%
2024 Fall	87%	76%
2025 Spring	63%	66%
All Selections	72%	68%



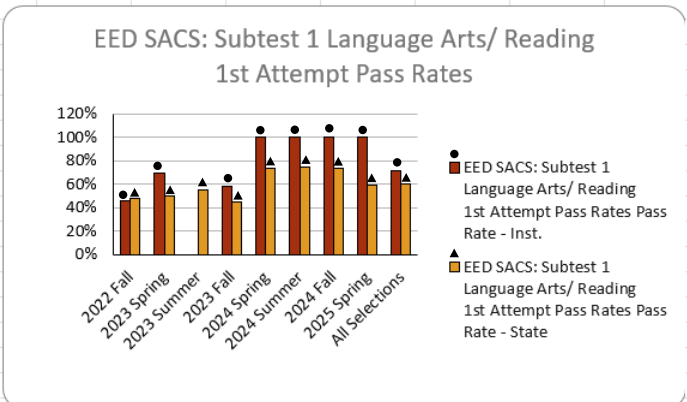
Professional Education Exam of the FTCE Fall 2022-Spring 2025

Professional Education Exam - All Programs		
Program Year	Pass Rate - Inst.	Pass Rate - State
2022 Fall	93%	69%
2023 Spring	79%	68%
2023 Summer	0%	66%
2023 Fall	100%	74%
2024 Spring	94%	66%
2024 Summer	100%	66%
2024 Fall	86%	67%
2025 Spring	40%	64%
All Selections	74%	68%

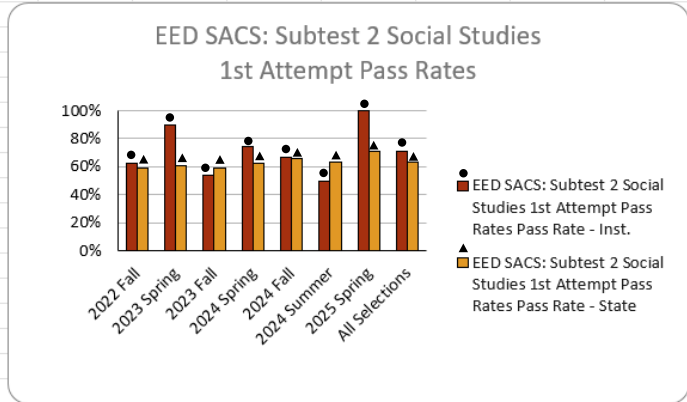


Subject Area Exam of the FTCE Elementary Education Fall 2022-Spring 2025

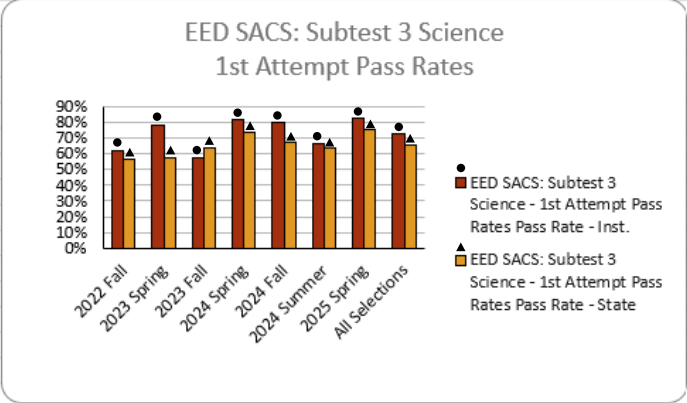
EED SACS: Subtest 1 Language Arts/ Reading		
Program Year	Pass Rate - Inst.	Pass Rate - State
2022 Fall	46%	48%
2023 Spring	70%	50%
2023 Summer	0%	55%
2023 Fall	58%	45%
2024 Spring	100%	74%
2024 Summer	100%	75%
2024 Fall	100%	74%
2025 Spring	100%	59%
All Selections	72%	60%



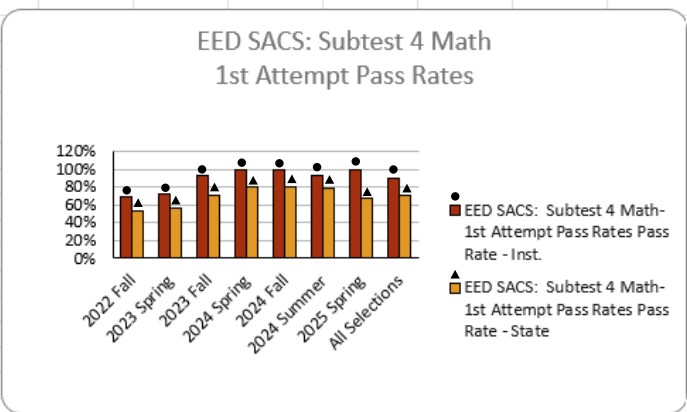
EED SACS: Subtest 2 Social Studies 1st Attempt		
Program Year	Pass Rate - Inst.	Pass Rate - State
2022 Fall	62%	59%
2023 Spring	90%	61%
2023 Fall	54%	59%
2024 Spring	74%	62%
2024 Fall	67%	66%
2024 Summer	50%	63%
2025 Spring	100%	71%
All Selections	71%	63%



EED SACS: Subtest 3 Science - 1st Attempt Pass		
Program Year	Pass Rate - Inst.	Pass Rate - State
2022 Fall	62%	57%
2023 Spring	78%	58%
2023 Fall	58%	64%
2024 Spring	82%	74%
2024 Fall	80%	68%
2024 Summer	67%	64%
2025 Spring	83%	76%
All Selections	73%	66%



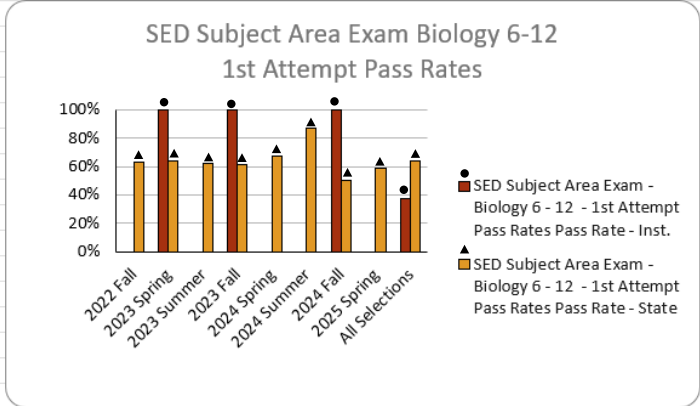
EED SACS: Subtest 4 Math- 1st Attempt Pass		
Program Year	Pass Rate - Inst.	Pass Rate - State
2022 Fall	69%	54%
2023 Spring	73%	57%
2023 Fall	94%	71%
2024 Spring	100%	81%
2024 Fall	100%	81%
2024 Summer	93%	79%
2025 Spring	100%	68%
All Selections	90%	70%



Subject Area Exam of the FTCE

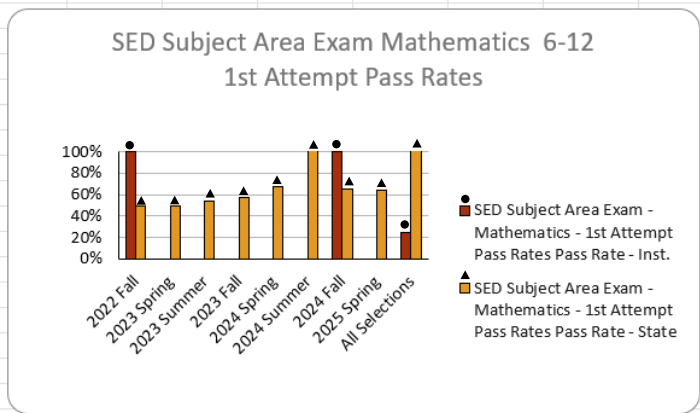
Biology Education 6-12 Fall 2022-Spring 2025

SED Subject Area Exam - Biology 6 - 12 - 1st		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	0%	63%
2023 Spring	100%	64%
2023 Summer	0%	62%
2023 Fall	100%	61%
2024 Spring	0%	67%
2024 Summer	0%	87%
2024 Fall	100%	50%
2025 Spring	0%	59%
All Selections	38%	64%



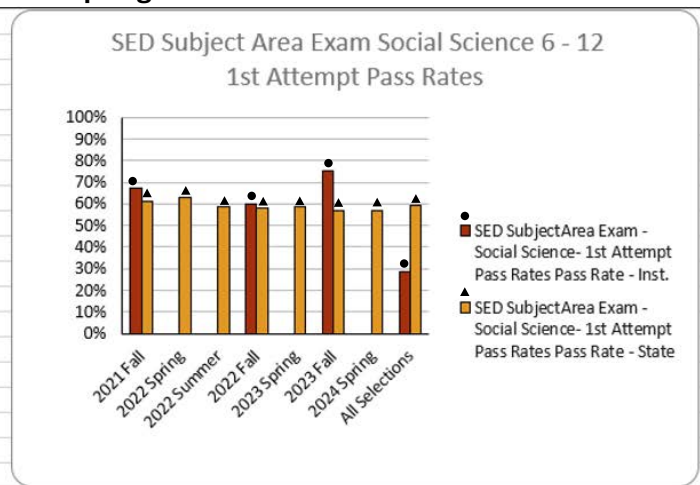
Subject Area Exam of the FTCE Mathematics Education 6-12 Fall 2022-Spring 2025

SED Subject Area Exam - Mathematics - 1st Attempt		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	100%	49%
2023 Spring	0%	50%
2023 Summer	0%	54%
2023 Fall	0%	57%
2024 Spring	0%	68%
2024 Summer	0%	66.5%
2024 Fall	100%	65%
2025 Spring	0%	64%
All Selections	25%	134%



Subject Area Exam of the FTCE Social Science Education 6-12 Fall 2022-Spring 2025

SED Subject Area Exam - Social Science- 1st		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	67%	61%
2022 Spring	0%	63%
2022 Summer	0%	59%
2022 Fall	60%	58%
2023 Spring	0%	59%
2023 Fall	75%	57%
2024 Spring	0%	57%
All Selections	29%	59%



In addition, competency is assessed through a comprehensive system of performance-based measures, including:

- Critical Tasks and Super Tasks aligned to FEAP and InTASC Standards
- Clinical evaluations conducted during practicum and final internship experiences
- Educator Disposition Assessment (EDA) administered at multiple transition points

Candidate performance data are systematically reviewed by the Admission, Retention, and Dismissal (ARD) Committee and program faculty. Candidates who do not meet established benchmarks are provided targeted remediation and must demonstrate proficiency prior to program progression or completion.

Triangulation of Evidence at Completion

Competency at completion is verified through triangulation of multiple measures, including:

- FTCE licensure examination passage
- Internship performance evaluations
- Critical Task and Super Task proficiency
- Teacher Work Sample (TWS) impact results
- Professional disposition assessments

Candidates must successfully meet all program requirements, maintain the 3.0 GPA benchmark, pass all required licensure examinations, and demonstrate effective clinical performance to be recommended for graduation and certification.

These multiple measures ensure that candidates demonstrate the knowledge, skills, and professional dispositions necessary for effective teaching prior to recommendation for licensure.

Measure 4 (Initial): Ability of Completers to be Hired

**State Employment Report
State Annual Program Performance Report (APPR)
Employer Satisfaction Survey
Completer Satisfaction Survey**

The EPP monitors employment outcomes through state employment reports, the APPR, and employer and completer survey data.

Findings indicate that a high percentage of program completers are successfully employed in teaching positions, primarily within Florida public schools and local partner districts. Survey data indicate that most completers secure teaching contracts or remain employed in education-related roles following program completion.

Employer feedback further supports these outcomes, with administrators indicating a strong likelihood of rehire and continued confidence in EPP graduates as effective educators.

These data demonstrate that program completers are competitive in the job market and are successfully hired in positions for which they were prepared.

Survey of Employment

2024-2025 Program Completer Hire Data

Program/Academic Year	Number of Completers	Percent of Completers Hired in an Educational Setting	Percent Hired in Non-Educational Setting, Unknown, or Moved on to Graduate School
2024-2025 Elementary Education/ESOL/Reading K-6	43	90%	10%
2024-2025 Biology 6-12	1	100%	0%
2024-2025 Mathematics 6-12	3	66%	34%
2024-2025 Social Science 6-12	4	100%	0%

**Hillsborough County School District (HCS D)
Instructional Salary Schedule (2025–2026)
198-Day Contract**

Years of Experience	Annual Salary (USD)
0 (Beginning Teacher)	\$52,000
1	\$52,500
2	\$53,000
3	\$54,000
4	\$54,500
5	\$54,500–\$55,000*
6	~\$55,500*
7–10	~\$56,000–\$59,000*
11–15	~\$60,000–\$63,000*
16–20	~\$63,000–\$66,000*
20+	\$66,000+

*Salary ranges reflect negotiated step increases and contract adjustments.

As shown in the table above, the HCS D offers a competitive starting salary of approximately \$52,000, with systematic increases tied to years of experience through a structured step schedule.

State Employment Report

The Florida Department of Education provides EPPs with completer employment data for all completers who are teaching in Florida public schools. This resource is used to disseminate surveys to employers and completers to ascertain their feedback on program

and completer quality. The data allows the EPP to track completer employment over time.