



Department of Education CAEP Accountability Measures Undergraduate Programs 2024-2025

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 School District of Hillsborough County, 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 Educator Preparation Program (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 (Council for the Accreditation of Educator Preparation) 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 2023-2024 Academic Year (September 1, 2023-August 31, 2024).

Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development

- 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: Satisfaction of Employers 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: Candidate Competency at Program Completion

- State licensure exam results — including passage rates and mean scores by year and program area.
- 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: Ability of completers to be hired in education 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 Effectiveness and Impact on P-12 Learning and Development
Value Added Model (VAM)
Teacher Evaluations
Completer Satisfaction Survey**

Do the students who graduate from the UT EPP program impact student learning in a positive way when they go into classrooms and begin teaching?

Value Added Model (VAM)

Introduction

The State of Florida began using the value-added model (VAM) for both math and reading as a result of the introduction of the Student Success Act (Senate Bill 736). Value added modeling is a statistical modeling process that uses a student’s previous academic performance to predict future performance. When actual performance is compared to predicted performance, the premise behind the VAM approach is that anything beyond what a student is expected to have achieved based on past history can be attributed as the “value added” by the teacher. The factor unique to a teacher is typically referred to as a teacher effect and is thought to be the causal impact of the teacher’s instructional efficacy on the student’s achievement as reflected via the test scores.

Description of the Data

The Student Learning Growth Results for 2022-2023, program completers employed in an in-field instructional position in 2023-2024.

The data provided from the Florida Department of Education (FDOE) for the 2024 Annual Program Performance Report (APPR) included files containing records for 2022-2023 program completers employed in an in-field instructional position in the 2023-2024 academic year. Data is reported for programs with three or more completers and for reading and math content only.

School sites, resource availability and classrooms can vary a great deal depending upon the school district and demographic composition of its student body. EPP candidates are mentored throughout their program and are provided with carefully selected school placements to give them a wide range of school practicum experiences before they graduate so that they are prepared to provide the best teaching to their future students and have the most impact on student learning. Data were available for two of the programs offered by the EPP, Elementary Education and Mathematics 6-12. There was no completer data available for the Biology 6-12 or the Social Science 6-12 programs.

Value Added Model (VAM)

Overall VAM Reported for EED only (Considering both reading and mathematics impact)

Number of Program Completers with Student Learning Growth Results	Student Learning Growth Results for 2022-2023, program completers employed in an in-field instructional position in 2023-2024
6	-0.055

VAM Math 6-12

Number of Program Completers with Student Learning Growth Results	Student Learning Growth Results for 2022-2023, program completers employed in
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	an in-field instructional position in 2023-2024
1	-0.099

Discussion of the Data: Comparison of UT to Similar Institutions (Initial Teacher Preparation Programs [ITP])

VAM data were received by the institution from the FDOE. The VAM data from the FDOE reports learning gain scores for program graduates teaching in Florida public schools who test using the FCAT/FSA. The performance of a teacher’s students is based upon data and indicators of student learning growth assessed annually and measured by statewide assessments. The value-added model adopted in Florida produces scores that represent an estimate of a teacher’s impact on student learning, after accounting for other factors that may impact the learning process. The formula produces a predicted score for each student based on the factors included in the model. The difference between the students’ predicted performance and the actual performance represents the value-added by the teacher’s instruction. A score of “0” indicates that students performed no better or worse than expected based on the factors in the model. A positive score indicates that students performed better than expected. A negative score indicates that students performed worse than expected. Impact data is reported for program completers who taught mathematics and/or reading in grades 4-10 after program completion.

Teacher Evaluations

Do the completers from the UT EPP program get good evaluations from their administrators? Are they successful as measured by their evaluators?

Teacher Evaluation Results by Program (From the state’s 2024 APPR)

The teacher evaluation results measure is computed based on the performance rating assigned by the local school district for program completers from the previous year who received an annual evaluation rating from the most recent academic year. Teacher Evaluation Results are based on program completers from the previous one-year period who received an annual evaluation rating from the most recent academic year in accordance with Section 1012.31(3)(a)2, F.S. [State Board Rule 6A-5.066, F.A.C.]. The Teacher Evaluation data shared below is the most recent data received from the FDOE.

*Please Note: The English Education and Physical Education programs were discontinued at the end of the 2021-2022 academic year

Biology 6-12 (Bachelors)

Teacher Evaluation Categories	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.
Highly Effective	0	0%
Effective	2	100%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%

Total Number Evaluated vs Not Evaluated	2 Completers Evaluated 2 Completers Not Evaluated	100%
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Elementary (Bachelors)

Teacher Evaluation Categories	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.
Highly Effective	8	50%
Effective	6	37%
Needs Improvement	0	0%
3 Years-Developing	1	6.5%
Unsatisfactory	1	6.5%
Total Number Evaluated vs Not Evaluated	16 Completers Evaluated 13 Completers Not Evaluated	100%

English (Bachelors)

There was no data reported for this component of the 2024 APPR.

Teacher Evaluation Categories	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.
Highly Effective	0	0%
Effective	0	0%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated vs Not Evaluated	0 Completers Evaluated	100%

Mathematics (Bachelors)

Teacher Evaluation Categories	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.
Highly Effective	0	0%
Effective	0	0%

Needs Improvement	1	100%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated vs Not Evaluated	1 Completer Evaluated 0 Completers Not Evaluated	100%

PE K-12 (Bachelors) This program was discontinued I
There was no data reported for this component of the 2024 APPR.

Teacher Evaluation Categories	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.
Highly Effective	0	0%
Effective	0	0%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated vs Not Evaluated	0 Completers Evaluated	100%

Social Science (Bachelors)

Teacher Evaluation Categories	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.	Teacher evaluation percentages, by evaluation rating, for 2021-2022 program completers employed in an in-field instructional position in 2022-2023.
Highly Effective	0	0%
Effective	1	100%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated vs Not Evaluated	1 Completer Evaluated 0 Completers Not Evaluated	100%

Completer Satisfaction Survey

The Completer Satisfaction Survey is disseminated to program completers in April/May of each academic year. The results are included below.

The EPP acknowledges that each cohort will respond differently to each of the question items in the “Satisfaction of Completers” survey based on the cohort’s experiences. The Elementary & Secondary Curriculum Committees as well as the Clinical Education Committee within the EPP through the semesterly Classroom Climate Evaluations, practicum surveys of Supervisors and

Cooperating Teachers as well as instructor input respond in a timely fashion to each cohort's instructional needs from through two one credit Instructional Labs designed to target and resolve student weak areas before program completion.

Completer Satisfaction Survey 2023-2024
For 2019-2020, 2020-2021, 2021-2022, and 2022-2023 Completers

The Completer Satisfaction Survey was disseminated to program completers and employers in April 2024. The results are included below.

Results

One hundred four (104) Completer Satisfaction Surveys were emailed to program completers listed on the FDOE generated Employment Data Report who graduated from undergraduate programs between Fall of 2019 and Spring of 2023. The return rate to date is N= 15/104 in the sample for a 20% return rate. This return rate lies above the good response level for external reviews which is 10%-15%.

The purpose of this survey is to collect input from graduating students to assist the Education Department in program improvement and revision efforts.

Category One: Personal Information

Graduation Date: Fall 2019 – Spring 2023

Years Teaching

Five (5) (24%) Completers were 1st year teachers.

One (1) (0.5%) Completer was a 2nd year teacher.

Five (5) (24%) Completers were 3rd year teachers.

Ten (10) (51.5%) Completers were 4th year plus teachers.

Gender

Two (2) (10%) Male Completers

Nineteen (19) (90%) Female Completers

Race/Ethnicity

Eighteen (18) (86%) White Completers

Two (2) (1.5%) Hispanic Completers

One (1) (0.5%) Two or More Races Completer

Grade Level(s) Taught

Fifteen (15) (71%) Elementary Completers

Six (6) (29%) Secondary Completers

Category Two: Teacher Preparation Program

Directions: The Department of Education is trying to measure the degree to which you think you are able to demonstrate knowledge of the FDOE UCC/InTASC standards. There are nine standards (one and two are combined) with expert ranked behaviors. Please rate the perception of your ability to perform each of the behaviors. Use the following scale:

1= very limited ability to demonstrate

2= limited ability to demonstrate

3= able to demonstrate

4= very able to demonstrate

Completer responses are presented below.

<i>Competency/Trait/Behavior</i>	1	2	3	4
<u>Learner Development and Differences</u>				
Has rapport with students.			14%	86%
Has evidence of social emotional learning in the classroom.			43%	57%
Has knowledge of students.			14%	86%
<u>Management/Learning Environments</u>				
Has high expectations for all learners.		5%	33%	62%
Treats students with respect and care.			10%	90%
Incorporates active learning strategies.			33%	67%
<u>Content Knowledge</u>				
Explanations are clear, correct and appropriate.			29%	71%
Knowledge is approached from all levels.			24%	76%
Clear success criteria is communicated.			38%	62%
<u>Application of Content</u>				
Applies content to real world.		5%	29%	66%
Scaffolds students from lower order thinking to higher order thinking.		5%	29%	66%
<u>Assessment</u>				
Is able to understand test data and implement remediation.		14%	24%	62%
Informs instructional decisions using data.		14%	24%	62%
Uses multiple modes of assessment.		5%	47%	48%
Applies technology to organize and integrate instruction.		5%	47%	48%
<u>Planning for Instruction</u>				
Creates lesson plans.			29%	71%
Aligns lessons with standards.	5%		14%	81%
Uses backward planning.	5%	5%	47%	43%
<u>Instructional Strategies</u>				
Uses engaging questioning and discussion.			38%	62%
Uses targeted and varied strategies.		5%	43%	52%
Uses student led learning.		10%	47%	43%
Engages in culturally and linguistically responsive practices.		5%	43%	52%
Uses technology that engages students and advances learning.		10%	47%	43%
<u>Professional Learning and Ethical Practices</u>				
Seeks opportunities to grow.			19%	81%
Is organized.		10%	19%	71%
Seeks help when needed.			29%	71%
<u>Leadership and Collaboration</u>				
Provides or accepts collegial mentorship.			29%	71%
Takes initiative in solving problems.			24%	76%
Reflects about teaching.			24%	76%

Please rate the degree to which you think you are able to demonstrate knowledge of each the following areas of Reading.

<i>Reading</i>				
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Incorporate reading strategies in instructional planning in various subject areas.		10%	38%	52%
Integrate reading activities in other curricular areas.		14%	19%	67%
Use individual reading assessments to improve student academic performance.	5%	5%	33%	57%
Demonstrate knowledge of evidence-based, developmentally appropriate reading strategies.		10%	33%	57%

Please rate the degree to which you think you are able to demonstrate knowledge of each the following areas of the Florida Assessment.

<i>Florida Assessment</i>				
Prepare students for taking the Florida Assessment by using the state standards to guide instruction.		5%	38%	57%
Prepare students for taking the state exam by using the Florida Assessment aggregated data to create and assess instruction that focuses on improving student achievement.		5%	47%	48%
Monitor student performance on core benchmarks throughout the year (using checklists, rubrics, questions, teacher observation, and other forms of assessment).		5%	43%	52%
Provide students with strategies to improve test-taking skills.	5%	5%	52%	38%
Collaborate with colleagues and administrators to improve student achievement on the Florida Assessment.		5%	43%	52%

Please rate the degree to which you think you are able to demonstrate knowledge of the Florida Subject Area Competencies and Skills.

<i>Florida Subject Area Competencies and Skills</i>				
Within my major, subject area competencies were addressed in a manner that allows me to effectively apply the content knowledge in the field.			33%	67%

Please rate the degree to which you think you are able to demonstrate knowledge of the ESOL competencies and standards.

<i>ESOL Competencies and Standards</i>				
Within my major, the ESOL competencies and standards were addressed in a manner that allows me to effectively apply ESOL methodologies in the field.	10%		33%	57%
Incorporate ESOL strategies in instructional planning in various subject areas		10%	38%	52%

Demonstrate knowledge of evidence-based, developmentally appropriate ESOL strategies.		10%	33%	57%
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Category Three: Teaching Experience

Please answer the following questions by placing a check mark (or supplying an answer) in the space provided:

1. What is your employment status for next year?

65% Contract Signed

10% Contract Expected

5% Teaching in another district

10% Teaching in another state

_____ Unsure

10% Leaving teaching

_____ Not rehired

2. If leaving teaching, please indicate your reasons for doing so. Please check all that apply:

Reasons for leaving teaching:

- Graduate School
- Low salary

3. Overall, how effective do you feel as a teacher?

52% Very Effective

38% Effective

5% Not Very Effective

5% Ineffective

4. Over this past year, how would you rate your impact on P-12 student learning based on your students' achievement data?

52% Very Effective

38% Effective

5% Not Very Effective

5% Ineffective

Category Four: General

Directions: Please answer the following questions to the best of your ability, and again, thank you for your input.

1. Overall, how would you rate the teacher preparation you received at The University of Tampa?

62% Very Effective

33% Effective

_____ Not Very Effective

5% Ineffective

2. In retrospect, what do you believe to be the most valuable or useful aspect of your teacher preparation?

- Methods and advanced methods of instruction, practicum 3 and 4, classroom management
- The real world experience of practicum opportunities and internships.
- The final internships

- Mentorships
- Practicums
- The student internships
- Professor Civil.
- Repeated construction of lesson/unit plans, variety of engaging and collaborative teaching strategies, micro teach and internship opportunities to teach
- Observing other teachers
- How often UT put us inside classrooms
- The design of all the internship programs were most valuable to my teaching preparation. All of the internships exposed me to best practices and what to expect when I transition to becoming a classroom teacher.
- Data analysis
- Learning to backwards lesson plan (all those lesson plans really drilled into our head how to look at lessons and instruction from every imaginable perspective) and the ESOL instruction (I feel so strongly equipped to teach my ESOL students, of which I have a lot).
- When they didn't talk to us like we were five years old and brought us to see actual classrooms and did behavior stuff
- Practicing because it provided an opportunity to step into a classroom and find out what phenomena worked for me as a teacher using concepts studied in my undergraduate classes.
- The multiple practicum experiences
- Learning how to use my secondary education as pedagogical skills as a foundation for differentiating my teaching across the 6- higher ed educational landscape.
- Student teaching

3. Was there any area of teaching that was not addressed in your teacher preparation program? If so, specify components that would have been appropriate.

- How to communicate with parents, having difficult conversations, preparing for conferences, how to handle major behavior issues, understanding reading the county plans and teaching them, how to find other resources to utilize, understanding data and how to use that to drive instruction, practice looking at data and deciding guided groups and what to focus on. There were a lot of small things that were never taught in the program that I think would be super beneficial. Additionally, taking the focus away from taking time to type elaborate lesson plans because that is not realistic in today's teaching environment.
- Teaching students with disabilities and teaching students who are ESOL/ELL. Although addressed in practicum 2, the strategies were unclear as the instruction was inconsistent
- I believe everything was addressed but the focus on lesson planning was a little much in comparison to real lesson plans that teachers use everyday. I understand that the professors wanted to understand our ideas and lessons but they were not realistic to an everyday classroom. I loved my experience at UT and thank you all for continuing the program!
- There should be a class or seminar that is solely focused on teacher management. Cover the basics of grading, time management, organization ideas, data collection, etc. Make it authentic by having teachers from all different schools/grade levels come be guest speakers and set it up like a community chat session.
- Technology was lightly touched on. I think it is key to education in today's climate
- legality issues that we need to be aware of
- More prep on classroom management
- Human Exceptionalities (because it was the only class not on the catalogue for Secondary English)

- Teaching students with disabilities and students identified as ELL, managing student behavior (especially repeated disruption, disrespect, defiance), managing classroom behavior with lack of parental and admin support
- Communication with stakeholders
- As a transformation network teacher, I think most of UT's education curriculum is fostered towards wealthy schools. I don't think there was quite enough education on how to serve high poverty students, aside from internship experiences. I also think it would be useful to make sure undergrad students become well versed in the MTSS process, and that parental communication regarding behavior, failing grades, MTSS, etc. was incorporated more. While positive communication was always stressed, I feel like I was so focused on remaining positive that I wasn't able to effectively communicate when something wasn't positive out of fear of diminishing a relationship within my first few months of the classroom.
- More course time to study and prepare for state wide examinations. It is hard to manage studying beyond our time spent in our internships and balancing the workload that we have.
- IEP/504 meetings
- How to do center time in the primary years
- PHONICS!!! Of all the reading instruction we received, all we got for phonics instruction was a computerized program we had to complete during our reading practicum. I can teach vocabulary and comprehension super well but entered my first year of teaching feeling essentially clueless on how to teach phonics especially because at the time, the school I was working at did not have an explicit phonics curriculum.
- Not prepared at all for the state exams we did all that prep on our own. Also wayyyyyy too much time acting like the students and doing lessons rather than learning the content behind the lesson
- NA, however it is a shame secondary English education is no longer offered through the department. It would be a blessing to future students and families alike if this degree were offered again through UT's education department.
- Teaching students with severe behaviors and disabilities.

2023-2024 Surveys for Measure 2
Measure 2: Satisfaction of Employers and Stakeholder Involvement
Employer Satisfaction Survey
Stakeholder Feedback Survey

Employer Satisfaction Survey

Acquisition of data from current employers provides valuable information not otherwise accounted for by the data currently available for CAEP Measure 2: Satisfaction of Employers. Therefore, the Employer Satisfaction Survey listed in the Florida Department of Education generated Employment Data Report are disseminated to employers (school administrators) annually. Using this survey employers are asked to provide feedback on the degree to which they are satisfied with UT Education graduates hired as teachers in their schools.

Questions on the Employer Survey focuses on 14 areas: (1) Communicative Ability, (2) Reading Intervention, (3) Technology Usage, (4) Understanding the FL Standards, (5) Ability to Teach Diverse Students, (6) Critical Thinking, (7) Human Development & Learning, (8) Subject Matter, as well as (9) Engagement in Professional Development, (10) Adherence to the Code of Ethics, (11) Maintaining a Positive Learning Environment, (12) Quality of Planning & Instructional Delivery, (13) Quality of

Professional Relationships, (14) Impact on Student Learning.

The survey results provide insight into the UT Educator Preparation programs and the ways in which employers of graduates in their first and second year of employment feel the program has equipped the graduates for the profession. Results of the survey increased knowledge of employer satisfaction with UT graduates, particularly the graduates' level of professionalism, content knowledge, instructional practices, ability to communicate effectively, and ability to collaborate with peers. Through using these results, the UT EPP can continue to excel in areas in which graduates are thriving and work to improve the areas that employers view as less successful.

Data results are included below.

**Employer Satisfaction Survey 2023-2024 Undergraduate Programs
For 2019-2020, 2020-2021, 2021-2022, and 2022-2023 Completers**

One hundred four (104) Employer Satisfaction Surveys were emailed to principals of program completers listed on the FDOE generated Employment Data Report who graduated between Fall of 2019 and Spring of 2023. The return rate was N= 17/104 in the sample for a 17% return rate. A good response for external surveys is 10%-15% return rate.

Response rate: 17/104 (17%) responses in total

Please indicate which year of teaching is being evaluated. End of Year 1: 0%; End of Year 2: 22%; End of Year 3: 20%; End of Year 4: 50%

100% Elementary Education Completers
0% Secondary Education Completers

Is the teacher eligible for re-hire? 100% Yes

Part One

On the table below, please indicate your perception of this teacher's overall preparedness for teaching by marking a check in the appropriate cell using the following rating key:

1 – Unacceptable – consistently performed at a level less than acceptable, reflective of the need to strengthen and/or redevelop.

2 – Acceptable – consistently performed at an acceptable level but still needs some attention to this area for consistency or improvement.

3 – Exemplary – consistently performed at a level well beyond that expected.

Comments – Your comments are welcomed and serve to guide the University of Tampa's Teacher Preparation Program in continuous improvement efforts.

Teaching Behaviors	Unacceptable 1	Acceptable 2	Exemplary 3	Comments
Writes and speaks in a logical and understandable style with appropriate grammar.		33%	67%	
Recognizes signs of		33%	67%	

student's difficulty with reading and computational processes and applies appropriate measures to improve students' reading and computational performance.				
Teaching Behaviors	Unacceptable 1	Acceptable 2	Exemplary 3	Comments
Uses and integrates appropriate technology in teaching and learning processes.		33%	67%	
Demonstrates knowledge and understanding of the Florida State Standards.		33%	67%	
Teaches to diverse needs.		33%	67%	

Part Two

Directions: The Department of Education is trying to measure the degree to which you think our graduates are able to demonstrate knowledge of each standard. There are nine standards (one and two are combined) with expert ranked behaviors graduates could demonstrate to show knowledge of the associated standard. Please rate your perception of the UT graduate's ability to perform each of the behaviors. Use the following scale:

1= *very limited ability to demonstrate*

2= *limited ability to demonstrate*

3= *able to demonstrate*

4= *very able to demonstrate*

Competency/Trait/Behavior	1	2	3	4
<i>Learner Development and Differences</i>				
Has rapport with students.			22%	78%
Has evidence of social emotional learning in the classroom.		5%	39%	56%
Has knowledge of students.			39%	61%
<i>Management/Learning Environments</i>				
Has high expectations for all learners.			39%	61%
Treats students with respect and care.			22%	78%
Incorporates active learning strategies.		5%	39%	56%
<i>Content Knowledge</i>				
Explanations are clear, correct and appropriate.		5%	34%	61%
Knowledge is approached from all levels.		5%	34%	61%

Clear success criteria is communicated.		5%	34%	61%
<u>Application of Content</u>				
Applies content to real world.			50%	50%
Scaffolds students from lower order thinking to higher order thinking.		5%	39%	56%
<u>Assessment</u>				
Is able to understand test data and implement remediation.			39%	61%
Informs instructional decisions using data.			44%	56%
Uses multiple modes of assessment.			56%	44%
Applies technology to organize and integrate instruction.			44%	56%
<u>Planning for Instruction</u>				
Creates lesson plans.			39%	61%
Aligns lessons with standards.			33%	67%
Uses backward planning.		5%	34%	61%
<u>Instructional Strategies</u>				
Uses engaging questioning and discussion.		5%	45%	50%
Uses targeted and varied strategies.		5%	45%	50%
Uses student led learning.			61%	39%
Engages in culturally and linguistically responsive practices.			50%	50%
Uses technology that engages students and advances learning.			44%	56%
<u>Professional Learning and Ethical Practices</u>				
Seeks opportunities to grow.		11%	33%	56%
Is organized.			22%	78%
Seeks help when needed.			44%	56%
<u>Leadership and Collaboration</u>				
Provides or accepts collegial mentorship.		5%	28%	67%
Takes initiative in solving problems.			39%	61%
Reflects about teaching.		11%	28%	61%

██████████ (EED) received ratings of “limited ability to demonstrate” on 41% of the indicators in the tool.

██████████ (EED) earned “limited ability to demonstrate” on 10% of the indicators.

Stakeholder Feedback Survey

The Department of Education Teacher Education Advisory Committee (TEAC) meets annually to provide input and feedback to the department to inform continuous improvement efforts. Results of the survey are published in the annual Data Report that is disseminated to departmental faculty each year and analyzed at the annual data workshop.

TEAC Stakeholder Feedback Results 2023-2024

The purpose of this survey is to collect input from stakeholders to assist the Education Department in program improvement and revision efforts. Surveys were completed electronically by 14/15 members of the Teacher Education Advisory Committee (93% response rate) and sent to the Director of Educator Preparation Programs shortly after the annual meeting.

Stakeholder Feedback Results

2024

Teacher Education Advisory Committee (TEAC)

Please check all that apply:

1 Current UT Education Undergraduate
 3 Graduate of UT Undergraduate Program
 University Supervisor
 2 Elementary Classroom Teacher
 1 Elementary School Administrator
 County Administrator
 Practicum I Final Intern
 Practicum II Candidate
 Practicum III Candidate
 Practicum IV Final Intern

1 Current UT Education Graduate Student
 2 Graduate of UT Education Graduate Program
 Secondary Classroom Teacher
 1 Secondary School Administrator
 1 Cooperating Teacher Working with Intern
 3 Adjunct Professor
 1 College Dean
 4 Full-time faculty

2 Other, please specify: Principal, Lopez Exceptional Student Center; Principal at dePaul's School for Dyslexia

Number responding: 14/15

Part 1: Continuing Program Approval

In response to Site Visit Team recommendations, the EPP added the first three prompts that focused on how our programs could best address the questions/comments below in the Improvement Plan which is a major component of the Continued Program Approval process.

1. How do you operationalize "Course-Level Support for Challenging Standards?"

- The campus library offers books for checkout that prepare for the subject area exams. In particular, they offer 3 different K-6 books, all covering each of the 4 subtests. We discussed for the 10-20% of students who are struggling, implement remediation to include checking out one of these books.
- Possibly require the checkout of these books and proof of note-taking and/or a completion of a practice exam. These books provide a more general and less detailed version of the content as opposed to 240 which is very content-dense and provides large details. I used these books and I found they were very beneficial for my subject area tests.
- In addition, professors can provide graphic organizers on required K-6 or 6-12 content to support struggling students.
- Create these graphic organizers based on competencies from the FTCE website.
- FDLRS
- Carol Ann Tomlinson is a foundation, but additional resources include Dr. Katie Novak - guru on universal design for learning.
- CASP.org is the center for applied special technology (assistive technology) - they do a lot for universal design for learning.
- OCALI.org- tons of resources for working with special needs students in general.
- Anita Archer's book provides insight into explicit instruction as a strong foundation for literacy.

- Suggestions- look at the task itself and see if there is something that could be improved/tweaked. How long ago was that assignment created? Is there a way to make it more appropriate for today's learners & the students they will encounter?
- Also, opportunities for professional development are helpful for the students (e.g. the Berkeley academy, based on our intern's feedback).

2. How do you operationalize “Clinical-Level Support for Challenging Standards?”

- Scaffolding challenging standards through observation of a lesson where that standard is taught. This would be beneficial for the student to see the standard in action.
- In-person seems like the most beneficial option for this due to engagement and participation, although we are aware that it may be difficult.
- Peer observations whether it be in-person of a Practicum IV intern, a video of an intern, or in-service teacher.
- Pre-practicum students observed my last lesson (which happened to be my best lesson) in Practicum III due to the overlap of placements at my school. In the perspective of someone who was a pre-practicum student, it would have been engaging to see an intern teach in-person.
- We discussed switching the Practicum I and II experiences because the way it is now, we go from teaching a few lessons in the classroom to teaching students after-school where we do not have practice teaching in a classroom. This leaves a large gap between Practicum I and III. Switching Practicum I and II would provide better scaffolding.
- In my opinion, the more practice, the better. I had extensive practice in my placement this semester and I feel very prepared for Practicum IV. So, if you can require more opportunities to teach whole-group lessons in practicums aside from III, I believe it would be especially beneficial.
- Observe other classes.
- There isn't enough support to prepare teachers to teach students with exceptionalities. Sara says: I have several resources that I give to my new ESE teachers and even parents especially for differentiation. Rather than trying to list them all here- I'm happy to share them with Denise Nicholas to share with you! Feel free to reach out to me at Sara.schwanzl@hcps.net (that is an L at the end and not an i)
- Suggestions- if a cohort is known to struggle with a task or standard, that could be shared with the CT's in the onboarding zoom with Professors Civil and Tankersley. Could we add a mid-semester check-in in a Zoom format to discuss challenges as well? CT's could share observations or strategies they have tried that were successful (or unsuccessful).

3. Other comments and recommendations:

- Ideas about the process Improvement Plan Goal 3:
 - In the practicum, share the competencies of need identified directly with the intern and make those goals for the practicum from the start.
 - Rubrics need to be short and easier to follow by students so they know the key points of the competencies they're trying to meet- competencies must be simple, readable, and to the point.
- Suggestions- small group mentorship for students working to achieve more in a similar area (but potentially cross-curricular/not in the same subject). Students could benefit from more time in the classroom simply to observe, maybe with a partner or a small group. No assignments or observations of the student, just a chance to get them in the classroom more. Modeling & examples are always very valuable.

4. The UT Department of Education strives to be responsive to the needs of the state and local districts. Please share with us how we can work to better meet the needs of your classroom experience, school, district, and/or state.

- More experiences in diverse school settings. Training on professional communication.
- As an administrator in a special needs school- I need for pre-service teachers to better understand the ESE population especially if they plan to teach ESE rather than just taking a test and being able to suddenly be “qualified” to teach our most vulnerable students.

- Your program is amazing, tonight I thought about having a wider emphasis on candidates self-assessing their understanding of the competencies would be a strategy to support awareness of success.
- As a student, I think future education majors would benefit from more science of reading strategies and differentiation strategies. I also think that our program should include more information about special education since many students are in general ED classes. Apart from our Human Exceptionalities class, we are not really immersed in that field of education. Also, learning more about the documents like IEPs and 504s would be extremely beneficial to be familiar with. Lastly, I shared this with my group, but I think that it would be very helpful if students had goals for each practicum that could translate into their higher practicums. For example, students in practicum 3 could make specific goals with their supervisor that they would focus on in practicum 4 with their new supervisors. Overall, I think that this would make the practicums more cohesive.
- I think the Department of Education is doing a great job working to meet my needs as a CT. I have always had an excellent experience.
- I think that the classroom management class needs to be more focused on behavior management and include more role-play of gathering a class together and situations where behavior needs to be managed. For example, provide hypothetical scenarios and have UT students manage the behavior and correct their behavior management. I feel like the class was more focused on classroom layout and structure as opposed to managing class behavior on a daily basis.

2. If you are a graduate of the UT Teacher Education Program, how well prepared did you feel for your first year of teaching?

Areas where I felt well-prepared:

- Developing lessons, curriculum. Classroom and behavior management.
- As an undergraduate, I felt very prepared in assessment strategies and the importance and implementation of differentiation.

Areas where I felt I need further preparation/training:

- ESE: IEP/504 knowledge

3. If you are a Cooperating Teacher or a school-level administrator who has worked with UT candidates/graduates, how would you characterize their level of preparedness for their first year of teaching?

Areas where the candidate/graduate was well prepared:

- Majors: Professionalism, Passion, Growth Mindset
- Admin but never had a UT student placed in my building
- Professionalism was high on my list of what impressed me the most at first, she came every day ready to put in 100% and valued her role as an educator. This is not something to take as a given, she was professional with other teachers, parents, support staff and admin. She never took her impact on student learning less than top importance. Second was the ability to receive and digest feedback. My intern was fantastic in this area.
- I felt my interns have been very prepared in terms of content knowledge, time management, and applying feedback. My interns have been ready to plan their own lessons, adapt lessons of mine to fit their needs, and truly become part of the classroom community and develop relationships with the students.

Areas where the candidate/graduate could be/have been better prepared:

- Communicating written and orally with stakeholders.
- Admin but never had a UT student
- Reflection and self-assessment of success and areas of concern. My intern was amazing, but I don't think she realized that everyone was not excelling at her pace. She was more aware as the semester went on and it showed in her instruction and interactions with the students. If you know better, you do better.

- While I feel that each intern I've had has been well prepared based on their practicum level, I think one area overall that students and teachers could always learn more about is classroom management.

Part 2: Program Overview

Please respond to the following prompts/questions.

1. Based on your knowledge of the UT Teacher Education Program, please identify program strengths as well as areas of needed improvement.

Strengths:

- Content Knowledge and Pedagogy
- It appears to be general education.
- strong professor-student relationships, courses provide content knowledge and practical knowledge, cohort-based for peer encouragement and support, a variety of clinical education experiences, positive school partnerships, scaffolding and remediation available for students who need it
- High expectations and preparedness accompanied by professionalism.
- classroom management strategies, subject area knowledge, best practices, communication
- Interns have always seemed very prepared to plan engaging lessons and integrate themselves into the school community. Interns have also always been willing to take advice and apply that advice. I think UT does an excellent job preparing interns for methodically planning lessons in order to be as successful as possible.
- 1. Differentiation of above level, below level and ELL. 2. Assessment strategies

Improvements needed:

- Communication and providing/tracking accommodations per Student Education Plans. Co-Teaching with ESE teachers.
- Knowledge of ESE and differential instruction
- instruction for students with disabilities, mental health awareness and ability identify and address
- I have none. I personally am a big believer in creating a classroom culture that will address all areas of learning, including behavior and academic growth. This is my go-to area to address with all interns, displaying the empowering feeling of a student led classroom.
- updated reading strategies, differentiation, simplified rubrics if possible
- I believe potentially more opportunities to observe teachers with excellent classroom management skills could be beneficial to UT students.
- Differentiation for students with special needs, behavior management, communication with families, how to teach social studies content through reading, and how to teach writing.

2. If you have any other comments, suggestions, recommendations, we would appreciate your input.

- Creation of a position for Ed Majors: Advisory Role
- I'm happy to share more information and suggestions at a later time
- I am proud to teach and represent our department. We put students, their education, and well-being first. Our process leads to graduates who are prepared and ready to teach.
- I have nothing but praise, being a CT, this year was one of the highlights of my year.
- My last suggestion would be to incorporate lessons on other responsibilities that teachers have in addition to teaching. For example, learning and practicing having parent conferences or IEP meetings.
- Keep doing excellent work!
- I think it would be beneficial for us to learn how to take proper anecdotal notes so that we are sufficiently recording our students' data.

3. Please share if you have any insights as to how we may increase diversity of the UT teacher candidate demographics.

- Continue to do outreach in the community. Visit schools and inspire graduates to become educators. Provide scholarships and pathways.
- Money/ scholarships incentives
- speaking to students and young people in local high schools and community groups and inviting members of UT clubs, Greek organizations, athletic teams, etc. to learn about what our department has to offer them and the value of becoming a teacher in today's world.

Measure 3: Candidate Competency at Program Completion

- State licensure exam results — including passage rates and mean scores by year and program area.
- Educator Disposition Assessment (EDA)
- Hillsborough County Public Schools Educator Evaluation Instrument

State Licensure Exams

Ability of Completers to Meet Licensing (Certification) and any Additional State Requirements

For all of the teacher licensure areas in which UT offers programs, Florida contracts with Pearson to provide licensure exams, which are known as the Florida Teacher Comprehensive Exam (FTCE). Undergraduate applicants for an initial teaching license are required to pass three licensure exams (General Knowledge, Professional, and Subject-Area). These exams are necessary to graduate. They are offered at various times throughout the program. The General Knowledge exam serves as an admission requirement, the Professional exam serves as a mid-way check point, and the Subject-area exam is linked to the passing requirements of the final internship.

Three years of scores are reported in the tables below.

(Undergraduate: Elementary/Secondary Education Programs)

FTCE Score Results

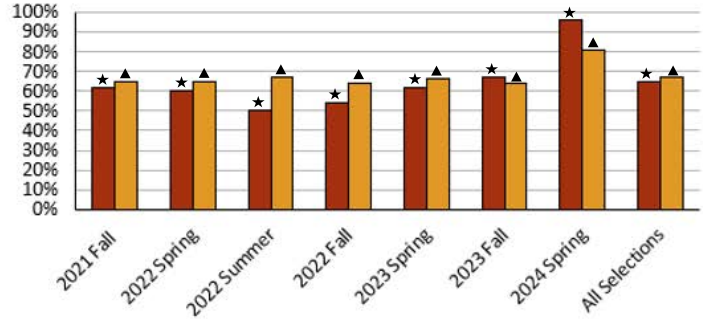
The following graphs represent first (1st) attempt results.

1st Attempt Pass Rate on FTCE Exams **(General Knowledge, Professional & Subject Area)** **General Knowledge Exam of the FTCE** **Fall 2021-Spring 2024**

GK Exam - All Subtests - 1st Attempt Pass Rates

Program Year	Pass Rate -	Pass Rate - State
2021 Fall	62%	65%
2022 Spring	60%	65%
2022 Summer	50%	67%
2022 Fall	54%	64%
2023 Spring	62%	66%
2023 Fall	67%	64%
2024 Spring	96%	81%
All Selections	64%	67%

GK Exam - All Subtests - 1st Attempt Pass Rates

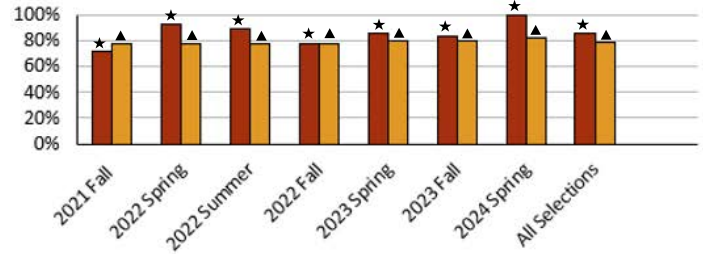


★ GK Exam - All Subtests - 1st Attempt Pass Rates Pass Rate - Inst.
▲ GK Exam - All Subtests - 1st Attempt Pass Rates Pass Rate - State

GK Exam - Subtest 1 Essay - 1st Attempt Pass Rates

Program Year	Pass Rate -	Pass Rate - State
2021 Fall	72%	77%
2022 Spring	92%	77%
2022 Summer	89%	77%
2022 Fall	77%	77%
2023 Spring	86%	80%
2023 Fall	83%	80%
2024 Spring	100%	82%
All Selections	86%	79%

GK Exam - Subtest 1 Essay - 1st Attempt Pass Rates

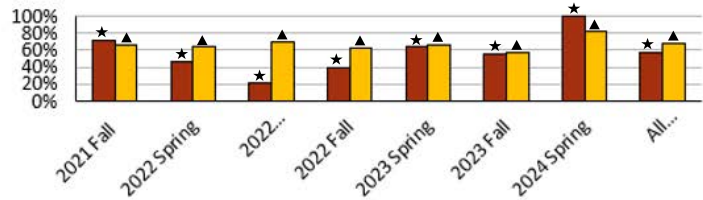


★ GK Exam - Subtest 1 Essay - 1st Attempt Pass Rates Pass Rate - Inst.
▲ GK Exam - Subtest 1 Essay - 1st Attempt Pass Rates Pass Rate - State

GK Exam - Subtest 2 ELS- 1st Attempt Pass Rates

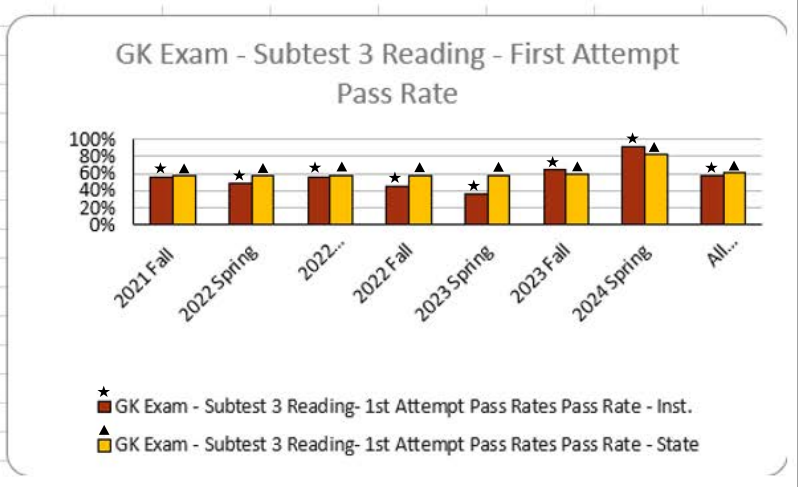
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	72%	67%
2022 Spring	46%	65%
2022 Summer	22%	69%
2022 Fall	39%	63%
2023 Spring	64%	67%
2023 Fall	55%	58%
2024 Spring	100%	82%
All Selections	57%	67%

GK Exam Subtest 2 ELS - 1st Attempt Pass Rates

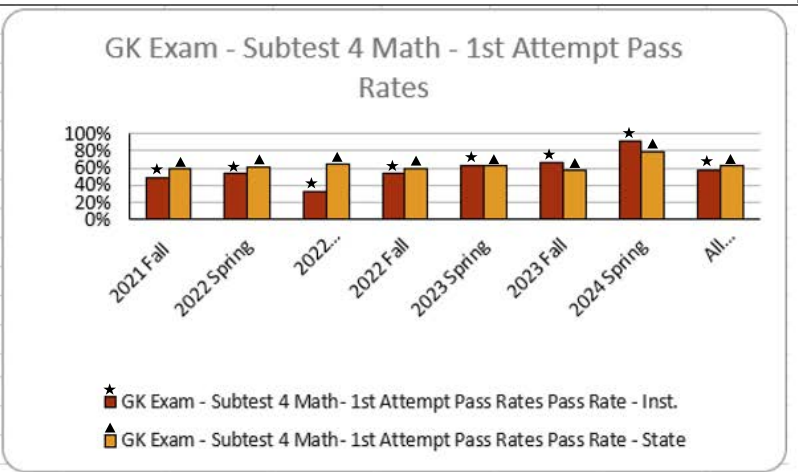


★ GK Exam - Subtest 2 ESL- 1st Attempt Pass Rates Pass Rate - Inst.
▲ GK Exam - Subtest 2 ESL- 1st Attempt Pass Rates Pass Rate - State

GK Exam - Subtest 3 Reading- 1st Attempt Pass		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	55%	57%
2022 Spring	49%	58%
2022 Summer	56%	58%
2022 Fall	45%	58%
2023 Spring	36%	58%
2023 Fall	65%	60%
2024 Spring	92%	82%
All Selections	57%	62%

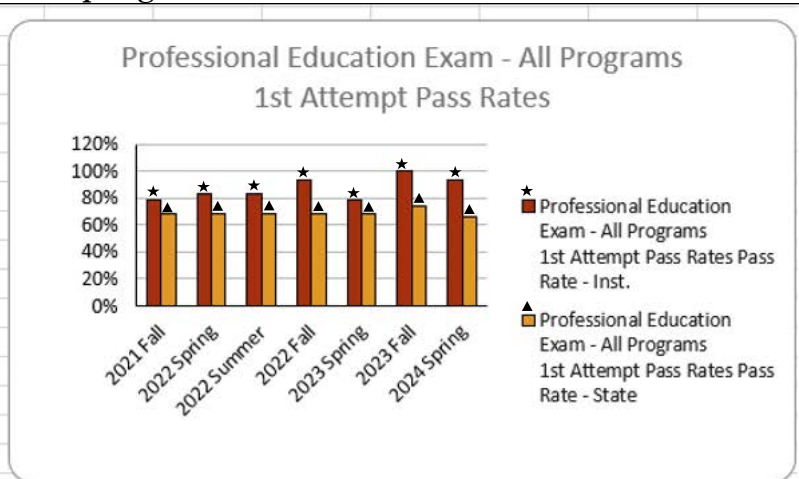


GK Exam - Subtest 4 Math- 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	48%	60%
2022 Spring	53%	61%
2022 Summer	33%	65%
2022 Fall	53%	60%
2023 Spring	62%	62%
2023 Fall	67%	58%
2024 Spring	92%	78%
All Selections	58%	63%



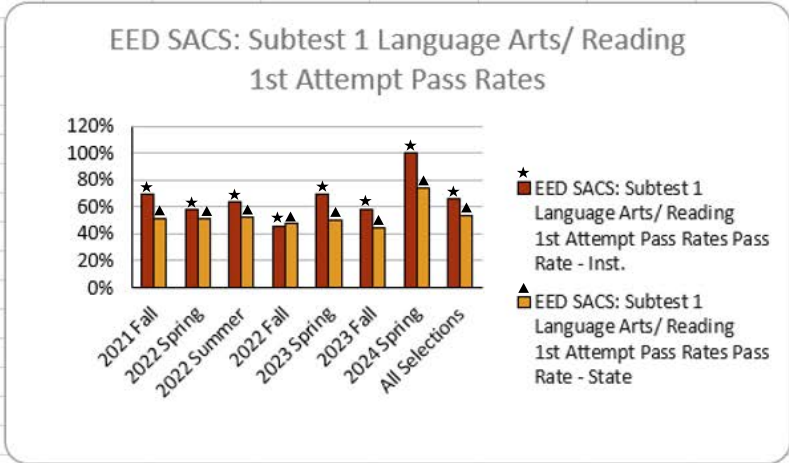
**Professional Education Exam of the FTCE
Fall 2021-Spring 2024**

Professional Education Exam - All Programs		
Program Year	Pass Rate - Inst.	Pass Rate - State
2021 Fall	79%	68%
2022 Spring	83%	69%
2022 Summer	83%	68%
2022 Fall	93%	69%
2023 Spring	79%	68%
2023 Fall	100%	74%
2024 Spring	94%	66%
All Selections	87%	69%

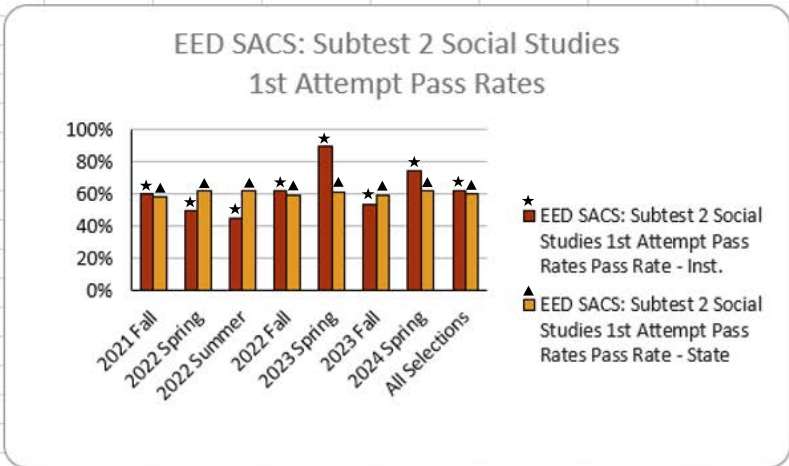


**Subject Area Exam of the FTCE
Elementary Education
Fall 2021-Spring 2024**

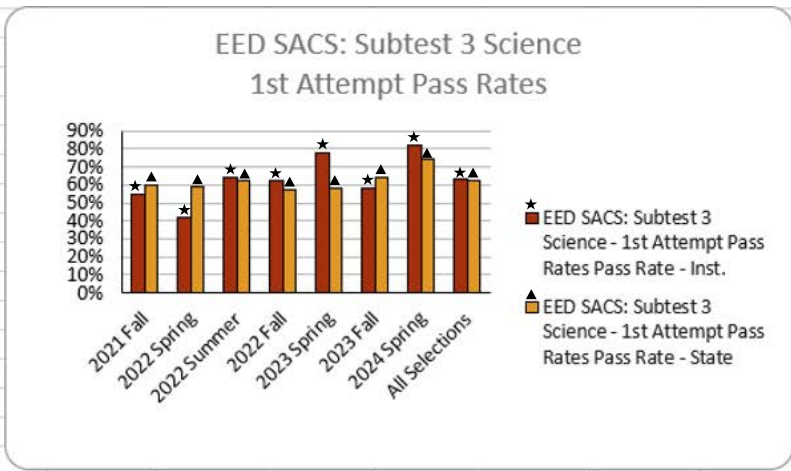
EED SACS: Subtest 1 Language Arts/ Reading		
Program Year	Pass Rate - Inst.	Pass Rate - State
2021 Fall	70%	51%
2022 Spring	58%	51%
2022 Summer	64%	53%
2022 Fall	46%	48%
2023 Spring	70%	50%
2023 Fall	58%	45%
2024 Spring	100%	74%
All Selections	67%	53%



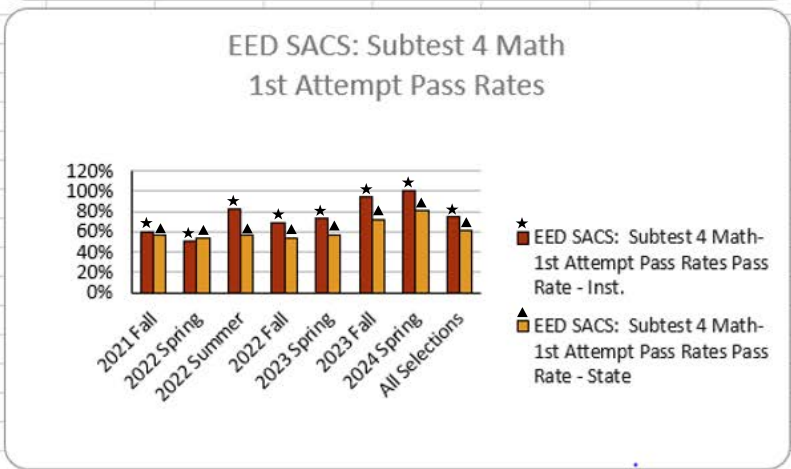
EED SACS: Subtest 2 Social Studies 1st Attempt		
Program Year	Pass Rate - Inst.	Pass Rate - State
2021 Fall	60%	58%
2022 Spring	50%	62%
2022 Summer	45%	62%
2022 Fall	62%	59%
2023 Spring	90%	61%
2023 Fall	54%	59%
2024 Spring	74%	62%
All Selections	62%	60%



EED SACS: Subtest 3 Science - 1st Attempt Pass		
Program Year	Pass Rate - Inst.	Pass Rate - State
2021 Fall	55%	60%
2022 Spring	42%	59%
2022 Summer	64%	62%
2022 Fall	62%	57%
2023 Spring	78%	58%
2023 Fall	58%	64%
2024 Spring	82%	74%
All Selections	63%	62%

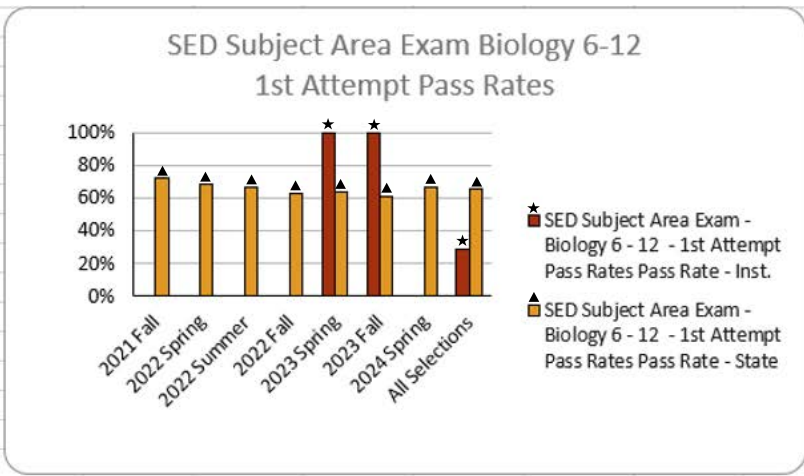


EED SACS: Subtest 4 Math- 1st Attempt Pass		
Program Year	Pass Rate - Inst.	Pass Rate - State
2021 Fall	60%	57%
2022 Spring	50%	54%
2022 Summer	82%	57%
2022 Fall	69%	54%
2023 Spring	73%	57%
2023 Fall	94%	71%
2024 Spring	100%	81%
All Selections	75%	62%



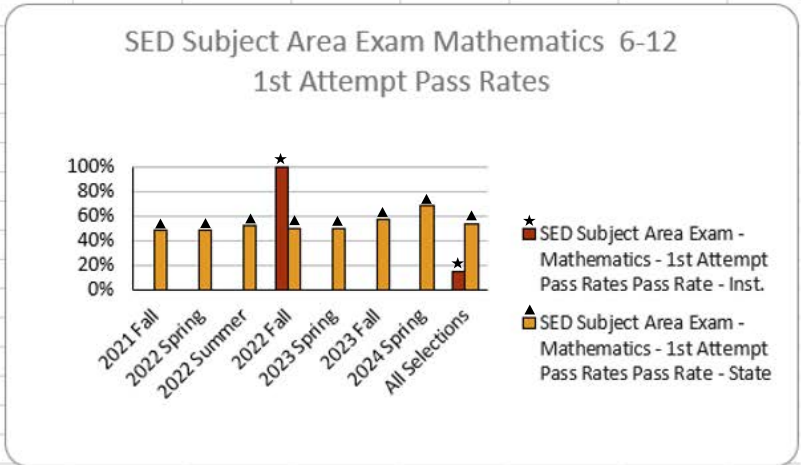
**Subject Area Exam of the FTCE
Biology Education 6-12
Fall 2021-Spring 2024**

SED Subject Area Exam - Biology 6 - 12 - 1st		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	0%	72%
2022 Spring	0%	68%
2022 Summer	0%	67%
2022 Fall	0%	63%
2023 Spring	100%	64%
2023 Fall	100%	61%
2024 Spring	0%	67%
All Selections	29%	66%



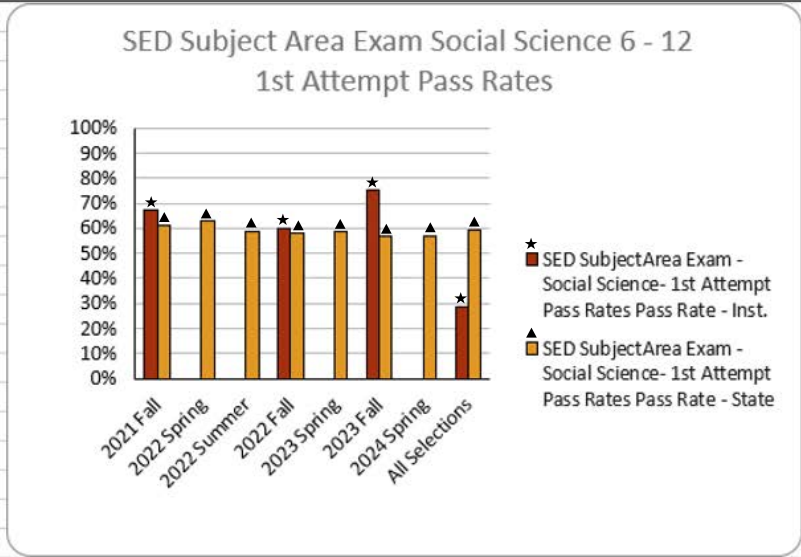
**Subject Area Exam of the FTCE
Mathematics Education 6-12
Fall 2021-Spring 2024**

SED Subject Area Exam - Mathematics - 1st		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	0%	48%
2022 Spring	0%	48%
2022 Summer	0%	52%
2022 Fall	100%	49%
2023 Spring	0%	50%
2023 Fall	0%	57%
2024 Spring	0%	68%
All Selections	14%	53%



**Subject Area Exam of the FTCE
Social Science Education 6-12
Fall 2021-Spring 2024**

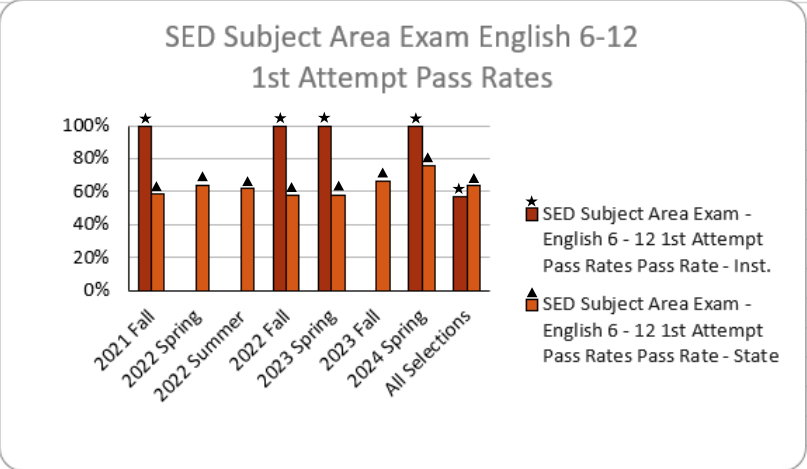
SED SubjectArea Exam - Social Science- 1st		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	67%	61%
2022 Spring	0%	63%
2022 Summer	0%	59%
2022 Fall	60%	58%
2023 Spring	0%	59%
2023 Fall	75%	57%
2024 Spring	0%	57%
All Selections	29%	59%



***Please Note: The English Education and Physical Education programs were discontinued at the end of the 2021-2022 academic year; however, the department continues to track FTCE SAE performance for those being taught out of each program.**

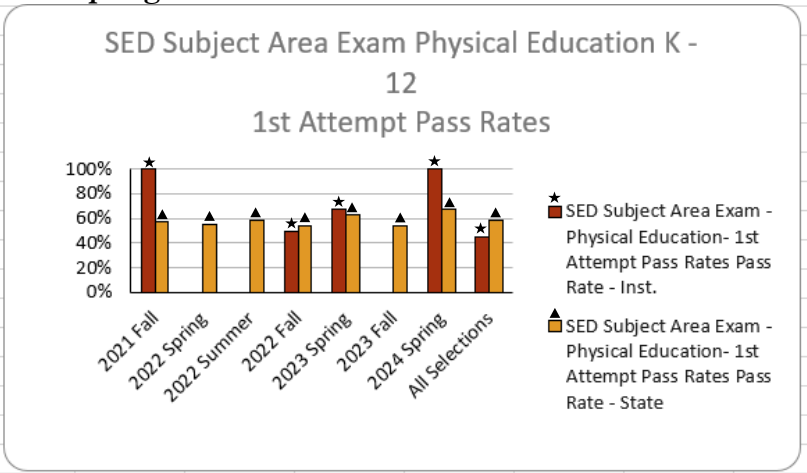
**Subject Area Exam of the FTCE
Discontinued English Education 6-12
Fall 2021-Spring 2024**

SED Subject Area Exam - English 6 - 12 1st Attempt		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	100%	59%
2022 Spring	0%	64%
2022 Summer	0%	62%
2022 Fall	100%	58%
2023 Spring	100%	58%
2023 Fall	0%	66%
2024 Spring	100%	76%
All Selections	57%	63%



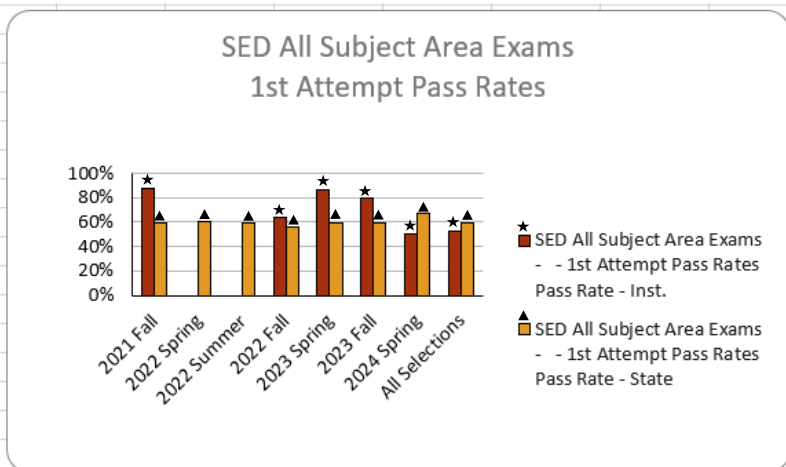
**Subject Area Exam of the FTCE
Discontinued Physical Education K-12
Fall 2021-Spring 2024**

SED Subject Area Exam - Physical Education- 1st		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	100%	57%
2022 Spring	0%	55%
2022 Summer	0%	58%
2022 Fall	50%	54%
2023 Spring	67%	63%
2023 Fall	0%	54%
2024 Spring	100%	67%
All Selections	45%	58%



SED All Subject Areas Fall 2021-Spring 2024

SED All Subject Area Exams - - 1st Attempt Pass		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	88%	59%
2022 Spring	0%	60%
2022 Summer	0%	59%
2022 Fall	64%	56%
2023 Spring	86%	59%
2023 Fall	80%	59%
2024 Spring	50%	67%
All Selections	53%	60%



Educator Disposition Assessment (EDA)

The Educator Disposition Assessment (EDA) instrument was designed with careful consideration of the psychometric properties associated with informal assessment so that any inferences made about a teacher's disposition are more likely to be true. Psychometric evaluation efforts were made that far extend expectations associated with informal assessments. The effort was done grounded in a sincere attempt to try to clear any confusion about the expectations so that growth in dispositions may be enhanced during coursework and subsequent clinical experience. The instrument is intended to be used at multiple points in the program to track and monitor candidate dispositions that are associated with positive learning impact of P-12 students. Disposition categories are aligned with InTASC Standards (2013) and the works of Danielson et.al. (2009) and Marzano and Brown (2009).

Candidates are formally assessed three times in the program: at admission, midway, and toward the end of their final clinical experience. The checkpoints provide systematic review of student dispositions as they progress through the program. At any time, however, the survey is available to faculty, cooperating teachers, university supervisors, and other professional educators who feel the need to share professional insight regarding the disposition of the student.

Checkpoints in the Assessment System / Transition Points

The Department has established a planned sequence of assessments for candidate performance on UCC/InTASC/dispositional content and competencies demonstrated in field/clinical experiences and incoursework. The sequence is reported as part of the assessment system.

There are four (4) checkpoints built into the management system for undergraduate programs. A brief synopsis found below:

Check Point One

Point in Program: Junior 1 (J1) – Near the end of the first semester of the candidate's junior year

Assessed by: Admission, Retention, and Dismissal/Candidate Performance (ARD/CP) Committee with recommendations made to the Department Chair

Data Assessed: Practicum I Evaluation

Course Critical Tasks Rubrics and Super Tasks Assessments in Watermark (Livetext)
Education Disposition Assessment (EDA) Instrument

Remediation Instrument: Candidate Intervention/Remediation Plan

Results of Assessment:

- Candidate is recommended to continue in program, or if necessary (falling below 'Progressing' on Critical Task / Super Task rubric or receiving a "1" on EDA instrument, the candidate is referred to the ARD Committee & Department Chair for remediation.
- The Admission, Retention, and Dismissal/Candidate Performance (ARD/CP) Committee offers recommendations for remediation.
- The Admission, Retention, and Dismissal/Candidate Performance (ARD/CP) Committee and the faculty member teaching EDU 380 Professional Development Clinical work on a remediation plan as documented in the Candidate Intervention/Remediation Plan form; paperwork is filed in departmental student file and a copy is sent to the education advisor
- Candidates needing remediation enrolls in EDU 380 Professional Development Clinical and works one-on-one with departmental faculty for remediation the next semester.

Check Point Two

Point in Program: Junior 2(J2) – Near the end of the second semester of the candidate's junior year

Assessed by: Admission, Retention, and Dismissal/Candidate Performance (ARD/CP) Committee with recommendations to the Department Chair

Data Assessed: Practicum II Evaluation,
 Course Critical Tasks Rubrics and Super Tasks Assessments in Watermark (Livetext)
 Education Disposition Assessment (EDA) Instrument
 Passing score on FTCE Professional Exam

Remediation Instrument: Candidate Intervention/Remediation Plan

Results of Assessment:

- Candidate is recommended to continue in program, or if necessary (falling below 'Progressing' on Critical Task rubric, or the Hillsborough County Public Schools Educator Evaluation Instrument, or receiving a "1" on EDA instrument, the candidate is referred to the ARD Committee & Department Chair for remediation.
- The Admission, Retention, and Dismissal/Candidate Performance (ARD/CP) Committee offers recommendations for remediation
- The Admission, Retention, and Dismissal/Candidate Performance (ARD/CP) Committee and the faculty member teaching EDU 380 Professional Development Clinical then work on a remediation plan as documented in the Candidate Intervention/Remediation Plan form; paperwork is filed in departmental studentfile and a copy is sent to the education advisor
- Candidates needing remediation enrolls in EDU 380 Professional Development Clinical and works one-onone with departmental faculty for remediation the next semester
- If student does not pass the FTCE Professional exam by the end of J2 semester, the student receives an Incomplete grade in EDU 312 / or EDU 354 (if Secondary) and enrolls the next semester in EDU 380 to work with a professor to pass the Professional exam. When the exam is passed, the original letter grade earned in EDU 312/354 is awarded (otherwise the Incomplete turns into a Fail grade).

Check Point Three

Point in Program: Senior 1 (S1) – In the week after exam week at the end of the first semester of the senior year

Assessed by: (i) Admission, Retention, and Dismissal/Candidate Performance (ARD/CP) Committee with recommendations made to the Department Chair,
(ii) Clinical Education Committee as recommended by the Director of Clinical Education or Secondary/K-12 Coordinator

Data Assessed: by ARD: - Practicum III Hillsborough County Public Schools Educator Evaluation Instrument
- Course Critical Tasks Rubrics and Super Tasks Assessments in Watermark (Livetext)
- Education Disposition Assessment (EDA) Instrument
- Passing score on FTCE Professional Exam
by Clinical: - results of Practicum II
- applications to final internship (which include criminal background check, GPAs, unofficial transcript with course completion situation, and EDAs by 2 professors)

Remediation Instrument: Candidate Intervention/Remediation Plan

Results of Assessment:

- Candidate is recommended to continue in program, and if necessary (falling below 'Progressing' on Critical Task rubric, or the Hillsborough County Public Schools Educator Evaluation Instrument, or receiving a "1" on EDA instrument, the candidate is referred to the ARD Committee & Department Chair for remediation.
- The Admission, Retention, and Dismissal/Candidate Performance (ARD/CP) Committee offers recommendations for remediation
- The Admission, Retention, and Dismissal/Candidate Performance (ARD/CP) Committee and the faculty member teaching EDU 380 Professional Development Clinical then work on a remediation plan as documented in the Candidate Intervention/Remediation Plan form; paperwork is filed in departmental file and a copy is sent to the education advisor
- Candidates needing remediation enrolls in EDU 380 Professional Development Clinical and works one-on-one with departmental faculty for remediation the next semester
- If student does not pass the FTCE Professional exam by the end of J2 semester, the student receives an Incomplete grade in EDU 312 / or EDU 354 (if Secondary) and enrolls the next semester in EDU 380 to work with a professor to pass the Professional exam. When the exam is passed, the original letter grade earned in EDU 312/354 is awarded (otherwise the Incomplete turns into a Fail grade).

Check Point Four "A"

Point in Program: Senior 2 (S2) – Near the mid semester of the candidate's final internship in the second semester of the senior year

Assessed by: Director of Clinical Education or Secondary/K-12 Coordinator, the Clinical Education Committee, the Director of Educator Preparation Programs, and the Chair (If the candidate demonstrates the need for intervention/assistance, he/she will meet with the Admission, Retention, and Dismissal/Candidate Performance [ARD/CP] Committee at this time).

Data Assessed: Practicum IV Hillsborough County Public Schools Educator Evaluation Midterm Evaluation, Disposition Assessment (if applicable)

Results of Assessment:

Candidate is recommended to continue in program, or

- After seven weeks of the internship, if a student has earned "Requires Action" ratings on more than 50% of the UCC/InTASC indicators on the midterm evaluation form, the intern will be referred by the Director of Clinical Education or Secondary/K-12 Coordinator to the Clinical Education Committee to consider an

intervention/remediation plan.

- The Clinical Education Committee and the Director of Clinical Education or Secondary/K-12 Coordinator will develop an intervention/remediation plan and then the intern, cooperating teacher, and Director of Clinical Education or Secondary/K-12 Coordinator will meet to review the plan and take the necessary action required.
- If the intern fails to fulfill the remediation plan as prescribed by the committee, a grade of “Incomplete” or an “F” will be assigned by the Director of Clinical Education or Secondary/K-12 Coordinator for the final internship.
- If the candidate demonstrates the need for intervention/assistance, he/she will meet with the/Candidate Performance [ARD/CP] Committee at this time.
- The internship will be repeated, when appropriate, the following semester. In the case where it is no longer viable to continue the internship (due to any number of circumstances) the intern will be removed from the experience and may be offered the option to repeat the internship in following semester.

Hillsborough County Public Schools Educator Evaluation Instrument

The Hillsborough County Public Schools Educator Evaluation Instrument is a district developed and adopted tool used to measure candidate competency of state and InTASC standards in their clinical experiences. Candidate performance is tracked and monitored at the checkpoints outlined above.

Measure 4: Ability of completers to be hired in education positions for which they were prepared Survey of Employment State Employment Report

Survey of Employment

2023-2024 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
2023-2024 Elementary Education/ESOL/Reading K-6	36	77%	23%
2023-2024 Biology 6-12	3	33%	67%
2023-2024 English/ESOL 6-12	1	100%	0%
2023-2024 Mathematics 6-12	0	0%	0%
2023-2024 Physical Education K-12	0	0%	0%
2023-2024 Social Science 6-12	5	20%	80%

Average Salaries of UT EED and SED Graduates (working within Hillsborough County School District)

Year 0 \$ 48,001.00

Year 1	\$	48,251.00
Year 2	\$	48,501.00
Year 3	\$	48,751.00
Year 4	\$	49,001.00
Year 5	\$	49,251.00
Year 6	\$	49,501.00

This schedule is based on an 8-hour workday and 198 days a school year.

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.