



**Department of Education
CAEP Annual Reporting Measures
Undergraduate Programs
2020**

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.

[CAEP \(Council for the Accreditation of Educator Preparation\)](#) has eight annual reporting measures that are used to provide information to the public on both *program impact* (Measures 1-4) and *program outcomes* (Measures 5-8). The eight measures are:

Measure 1: Impact that completers' teaching has 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.

Measure 2: Indicators of teaching effectiveness

— principal ratings of the competence of recent graduates, as mandated under the Florida Teacher Evaluation System.

Measure 3: Results of employer surveys, and including retention and employment milestones

- Principal survey — a survey of principals' perception of recent UT graduates' preparation in the region served by the university.

Measure 4: Results of completer surveys

- Graduate survey — a survey of in-service teachers one year after graduation from a UT teacher preparation program.

Measure 5: Graduation rates from preparation programs

- Completer graduation rates — including rates for successful completion of student teaching, by program area.

Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements

- State licensure exam results — including passage rates and mean scores by year and program area.

Measure 7: Ability of completers to be hired in education positions for which they are prepared

- Survey of employment — employment rates and average salaries of UT graduates

Measure 8: Student loan default rates and other consumer information

- UT cohort default rate — University-wide rate of default on student loans for the years 2016 - 2020, based on data provided by the Office of Federal Student Aid
- Tuition cost estimator — tuition costs per year of enrollment. Provided by the UT Office of Financial Aid and Scholarships.

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.

#1 Impact of P-12 Learning and Development Value Added Model (VAM)

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?

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

Answering the question of whether our EPP graduates impact student learning in a positive way when they go into classrooms and begin teaching is a complicated question to answer.

The data provided from the Florida Department of Education for the 2020 Annual Program Performance Report (APPR) reports Average Student Learning Growth Results for 2014-2015, 2015-2016, and 2016-2017 program completers employed in an in-field instructional position in 2017-2018.

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 indicates that UT program completers positively impact student learning in Math and Reading. The chart below shows student growth percentiles for reading and math as measured by the Florida Standards Assessments (FSA) benchmark assessment. Faculty analyze data across years to look for trends and patterns to inform continuous improvement efforts. Subgroup impact data for the past three (3) years is included for review.

When benchmarked with the State, EPP Elementary candidates have over the last four cycles trended upwards and in the last two years presented better average scores than the State, see Table below:

VAM Scores across Majors in Reading & Math Compared to State Scores

All Majors	UT Number	UT Average VAM Score	ITP Number (State)	ITP Average VAM Score (State)
2017-2018 (score results from 2016-2017)				
Reading	20	-.059	3034	-.034
Math	13	.0162	2039	-.040
2016-2017 (score results from 2015-2016)				
Reading	18	.084	3173	-.030
Math	12	-.048	2177	-.031
2015-2016 (score results from 2014-2015)				
Reading	21	.004	3483	-.0267

Math	17	.131	2372	-.0348
2014-2015 (score results from 2013-2014)				
Reading	20	.003	2693	.113
Math	19	.164	3805	.139

Student Performance by Subgroups Data

State Rule 6a-5.066 Approval of Teacher Preparation Programs defines “Student performance by subgroup” as the performance of students in P-12 who are assigned to in-field program completers aggregated by student subgroup, as referenced in Sections 1004.04(4)(a)3.d., 1004.85(4)(b)4. and 1012.56(8)(c)2.c., F.S., as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools.

The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year. Numbers in the cells represent the percentage of completers’ students who met expectations on standardized tests that assess state standards. This data is factored into the APPR score for programs offered by the institution.

The UT subgroup results show average learning growth by subgroups for 2014-2015, 2015-2016, and 2016-2017 program completers employed in an in-field instructional position in 2017-2018. The statewide average of student learning growth results by subgroups for 2014-2015, 2015-2016, and 2016-2017 program completers from comparable programs (i.e., Reading, Math, or Elementary Education) employed in an in-field instructional position in 2017-2018 is found in the state columns.

2020 APPR Subgroup Data

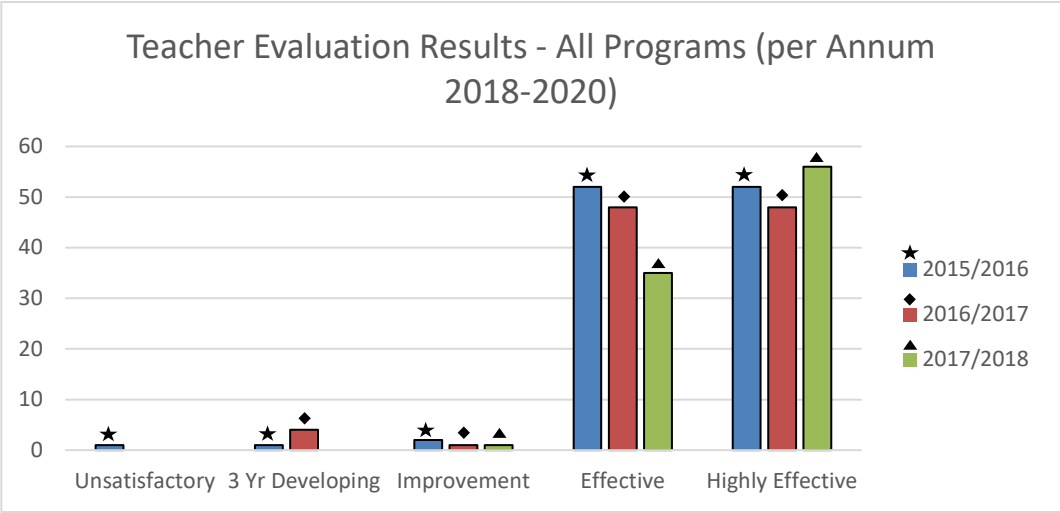
	Caucasian		African American		Hispanic		Asian		Native American		Free-Reduced Lunch		Students with Disabilities		ELL	
	UT	State	UT	State	UT	State	UT	State	UT	State	UT	State	UT	State	UT	State
Mathematics 6-12																
English 6-12	43%	48%	48%	48%	51%	50%	37%	55%	33%	52%	48%	48%	47%	50%	41%	50%
Elementary Education K-6	55%	50%	37%	46%	47%	50%	47%	56%	66%	49%	45%	48%	43%	50%	54%	51%

#2 Indicators of Teaching Effectiveness

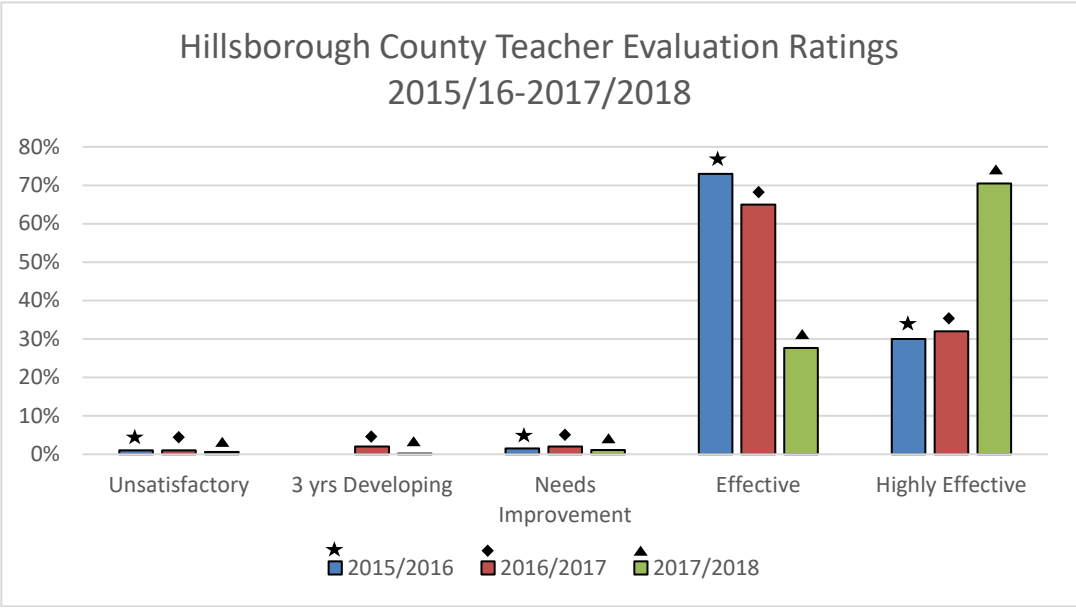
Do the completers from the UT EPP program get good evaluations from their administrators? Are they successful as measured by their evaluators?

The teacher evaluation results measure is computed based on the performance rating assigned by the local school district for program completers from the previous three-year period and reported to the EPP by the state in the Annual Program Progress Report (APPR). The percentage of UT teachers who have earned an overall rating of Effective or Highly Effective in 2015/16 was 95%, in 2016/17 was 96%, and in 2017/18 was 99%. See below with comparison to the Hillsborough County School District results where, for example, district teachers earned an overall rating of 98% in 2017/18.

Teacher Evaluation Results - All Programs Per Annum, 2018 - 2020 APPR



Teacher Evaluation Results – Hillsborough County School District Public Schools 2015/2016, 2016/2017, & 2017/2018



Teacher Evaluation Results by Program (Per Annum, 2017 – 2020 APPR)

B.S. Secondary Education Biology (6-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
<u>2017-2018 (2020 APPR)</u>		
Highly Effective	2	33%
Effective	4	67%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	6 Completers Evaluated	100%
<u>2016 - 2017 (2019 APPR)</u>		
Highly Effective	2	29.00%
Effective	4	57.00%
Needs Improvement	1	14.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	7/10 (70%) Completers Evaluated	100.00%
<u>2015 - 2016 (2018 APPR)</u>		
Highly Effective	1	14.30%
Effective	6	85.70%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	7/12 (58.3%) Completers Evaluated	100.00%
<u>2014 - 2015 (2017 APPR)</u>		
Highly Effective	4	30.80%
Effective	9	69.20%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	13 Completers Evaluated	65.00%

B.S. Elementary Education (K-6) with ESOL & Reading Endorsement

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
<u>2017-2018 (2020 APPR)</u>		
Highly Effective	41	62%
Effective	24	36%
Needs Improvement	1	2%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	66	100%
<u>2016 - 2017 (2019 APPR)</u>		
Highly Effective	39	38.80%
Effective	34	58.20%
Needs Improvement	1	1.50%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	74/113 Completers Evaluated	100.00%
<u>2015 - 2016 (2018 APPR)</u>		
Highly Effective	26	38.80%
Effective	39	58.20%
Needs Improvement	1	1.50%
3 Years-Developing	1	1.50%
Unsatisfactory	0	0.00%
Total Number Evaluated	67/124 Completers Evaluated	100.00%
<u>2014 - 2015 (2017 APPR)</u>		
Highly Effective	17	27.40%
Effective	43	69.40%
Needs Improvement	1	1.60%
3 Years-Developing	0	0.00%
Unsatisfactory	1	1.60%
Total Number Evaluated	62 Completers Evaluated	51.70%

B.S. Secondary Education English (6-12) with ESOL Endorsement

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
<u>2017-2018 (2020 APPR)</u>		
Highly Effective	4	50%
Effective	4	50%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	8 Completers Evaluated	100%
<u>2016 - 2017 (2019 APPR)</u>		
Highly Effective	5	63.00%
Effective	3	37.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	8/9 (89 %) Completers Evaluated	100.00%
<u>2015 - 2016 (2018 APPR)</u>		
Highly Effective	1	20.00%
Effective	4	80.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	5/6 (83.3%) Completers Evaluated	100.00%
<u>2014 - 2015 (2017 APPR)</u>		
Highly Effective	4	30.80%
Effective	9	69.20%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	13 Completers Evaluated	65.00%

B.S. Secondary Education Mathematics (6-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
<u>2017-2018 (2020 APPR)</u>		
Highly Effective	4	100%
Effective	0	0%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	4 Completers Evaluated	100%
<u>2016 - 2017 (2019 APPR)</u>		
Highly Effective	3	33.00%
Effective	6	67.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	9/11 (81.8%) Completers Evaluated	100.00%
<u>2015 - 2016 (2018 APPR)</u>		
Highly Effective	1	10.00%
Effective	8	80.00%
Needs Improvement	0	
3 Years-Developing	0	0.00%
Unsatisfactory	1	0.00%
Total Number Evaluated	10/14 (71.4%) Completers Evaluated	100.00%
<u>2014 - 2015 (2017 APPR)</u>		
Highly Effective	3	50.00%
Effective	3	50.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	6 Completers Evaluated	42.90%

B.M. Music Education (K-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
<u>2017-2018 (2020 APPR)</u>		
Highly Effective	3	75%
Effective	1	25%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	4	100%
<u>2016 - 2017 (2019 APPR)</u>		
Highly Effective	0	0.00%
Effective	5	100.00%
Needs Improvement	0	0.00%
3 Years-Developing	1	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	5/7 (71%) Completers Evaluated	100.00%
<u>2015 - 2016 (2018 APPR)</u>		
Highly Effective	1	16.70%
Effective	4	66.70%
Needs Improvement	0	0.00%
3 Years-Developing	1	16.70%
Unsatisfactory	0	0.00%
Total Number Evaluated	6/7 (85.7%) Completers Evaluated	100.10%
<u>2014 - 2015 (2017 APPR)</u>		
Highly Effective	1	20.00%
Effective	4	80.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	5 Completers Evaluated	83.30%

B.S. Physical Education (K-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
<u>2017-2018 (2020 APPR)</u>		
Highly Effective	3	75%
Effective	1	25%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	4 Completers Evaluated	100%
<u>2016 - 2017 (2019 APPR)</u>		
Highly Effective	1	25.00%
Effective	2	50.00%
Needs Improvement	0	0.00%
3 Years-Developing	1	25.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	4/10 (40%) Completers Evaluated	100.00%
<u>2015 - 2016 (2018 APPR)</u>		
Highly Effective	1	50.00%
Effective	0	0.00%
Needs Improvement	1	50.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	2/12 (16.7%) Completers Evaluated	100.00%
<u>2014 - 2015 (2017 APPR)</u>		
Highly Effective	0	0.00%
Effective	2	100.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	2 Completers Evaluated	14.30%

B.S. Secondary Education Social Science (6-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
<u>2017-2018 (2020 APPR)</u>		
Highly Effective	2	50%
Effective	2	50%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	4 Completers Evaluated	100%
<u>2016 - 2017 (2019 APPR)</u>		
Highly Effective	2	33.00%
Effective	3	50.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	1	17.00%
Total Number Evaluated	6/10 (60%) Completers Evaluated	100.00%
<u>2015 - 2016 (2018 APPR)</u>		
Highly Effective	1	25.00%
Effective	2	50.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	1	25.00%
Total Number Evaluated	4/10 (40%) Completers Evaluated	10.00%
<u>2014 - 2015 (2017 APPR)</u>		
Highly Effective	1	20.00%
Effective	4	80.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	5 Completers Evaluated	50.00%

#3 Satisfaction of Employers and Employment Milestones

Acquisition of data from current employers provides valuable information not otherwise accounted for by the data currently available for CAEP standard 4.3: 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 2019-2020 Undergraduate Programs
For 2016-2017, 2017-2018, 2018-2019 Completers**

Seventy-two (72) Employer Satisfaction Surveys were emailed to principals of program completers listed on the FDOE generated Employment Data Report who graduated between Fall of 2016 and Spring of 2019. The return rate was N= 13/72 in the sample for a 18% return rate. A good response for external surveys is 10%-15% return rate.

**Employer Satisfaction Survey
Undergraduate Programs 2019 - 2020**

Response rate: 13 responses in total

Please indicate which year of teaching is being evaluated. End of Year 2: 30.8%; End of Year 1: 69.2%

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.		38.5%	61.5%	Clear explanations and directions; no comment; [redacted] needs to improve upon the way she speaks to students as she used a bullhorn to speak to students the last few weeks of school; [redacted] is reflective in her work and articulates needs clearly. [redacted]'s written communication and language meet and/or exceed my expectations; Nice job as a 1st year teacher; Communicates very well in all forms.
Recognizes signs of student's difficulty with reading and computational processes and applies appropriate measures to improve students' reading and computational performance.	7.7%	61.5%	30.8%	We have students with quite a bit of trauma and that was extremely complex for [redacted] to grapple in combination with being new. [redacted] differentiated her lessons when needed to ensure all students' needs were met: [redacted] struggles at determining the areas that her students struggle because of her classroom management; Nice job as a 1st year teacher; Works hard in this area [redacted] teacher
Teaching Behaviors	Unacceptable 1	Acceptable 2	Exemplary 3	Comments

Uses and integrates appropriate technology in teaching and learning processes.	7.7%	46.2%%	46.2%	Consistently uses technology in her instruction; She did not appear to plan to implement technology into lessons. even assisted fellow staff members in incorporating technology into her lessons; integrates technology with ease; Nice job as a 1st year teacher; Always growing in this area and helps other teachers as well; Uses available resources
Demonstrates knowledge and understanding of the Florida State Standards.	7.7%	61.5%	30.8%%	Good; understands and works with coaches to prepare lessons that are standards based; New Teacher Learning and growing regularly in her knowledge of the standards; We have students with quite a bit of trauma and that was extremely complex for to grapple in combination with being new and learning appropriate ways to teach in alignment with standards; planned with her grade level team and reached out for support from resource teachers to ensure lessons captured the learning for students; does a great job teaching the standards in innovative ways; Nice job as a 1st year teacher Growing in this area
Teaches to diverse needs.	7.7%	53.8%	38.5%	Continues to work with small groups is working (and has shown much grown this year) on differentiation to meet the needs of the variety of learners she has; New Teacher; Uses of variety of instructional strategies to meet the needs of all learners; We have students with quite a bit of trauma and that was extremely complex for to grapple in combination with being new. is very diverse and did a phenomenal job forming relationships with students and families alike; meets the needs of all of her learners; Nice job as a 1st year teacher; Connects well with others.

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*

Learner Development and Differences

Has rapport with students.

1 2 (7.7%); 3 (38.5%); 4 (53.8%)

Has evidence of social emotional learning in the classroom.

1 2 (15.4%); 3 (38.5%); 4

(46.2%)

Has knowledge of students.

1 2 3 (61.5%); 4 (38.5%)

Management/Learning Environments

Has high expectations for all learners.

1 2 (15.4%); 3 (53.8%); 4 (30.8%)

Treats students with respect and care.

1 2 3 (38.5%); 4 (61.5%)

Incorporates active learning strategies.

1 2 (15.4); 3 (53.8) ; 4 (30.8%)

Content Knowledge

Explanations are clear, correct and appropriate

1 2 (15.4%); 3 (46.2%); 4 (38.5%)

Knowledge is approached from all levels

1 2 3 (69.2%); 4 (30.8%)

Clear success criteria is communicated.

1 2 (23.1%); 3 (38.5%); 4 (38.5%)

Application of Content

Applies content to real world.

1 2; 3 (61.5%) 4 (38.5%)

Scaffolds students from lower order thinking to higher order thinking.

1 (7.7%); 2 (7.7%) 3

(61.5%); 4 (23.1%)

Assessment

Is able to understand test data and implement remediation.

1 2 (15.4%) ; 3 (46.2%); 4 (38.5%)

Informs instructional decisions using data.

1 2 (23.1%); 3 (30.8%); 4

(46.2%)

Uses multiple modes of assessment.

1 2 (23.1%); 3 (46.2%); 4

(30.8%)

Planning for instruction

Creates lesson plans.

1 2 (7.7%) 3 (53.8%) ; 4

(38.5%)

Aligns lessons with standards.

1 2 (7.7%) 3 (46.2%); 4

(46.2%)

Uses back ward planning.

1 2 (15.4%); 3 (53.8%); 4

(30.8%)

Instructional Strategies

Uses engaging questioning and discussion.

1 2 (23.1%); 3 (53.8%); 4

(23.1%)

Uses targeted and varied strategies.

1 2 (7.7%); 3 (69.2%); 4

(23.1%)

Uses student led learning.

1 2 (15.4%); 3 (61.5%); 4

(30.8%)

Professional Learning and Ethical Practices

Seeks opportunities to grow.

1 2; 3 (61.5%); 4 (38.5%)

Is organized.

1 2 (7.7%); 3 (46.2%) 4

(46.2%)

Seeks help when needed.

1 2 (15.4%); 3 (46.2%); 4

(38.5%)

Leadership and Collaboration

Provides or accepts collegial mentorship.

1 2; 3 (53.8%); 4 (46.2%)

Takes initiative in solving problems.

1 2 (23.1%) ; 3 (46.2%); 4 (30.8%)

Reflects about teaching.

1 2; 3 (61.5%); 4 (38.5%)

#4 Satisfaction of Completers

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 will now respond in a timely fashion to each cohort’s instructional needs from Fall 2019 onwards through two one credit Instructional Labs designed to target and resolve student weak areas before program completion.

Completer Satisfaction Survey 2019-2020 For 2016-2017, 2017-2018, 2018-2019 Undergraduate Completers

Seventy-two (72) Completer Satisfaction Surveys were mailed to program completers listed on the FDOE generated Employment Data Report who graduated between Fall of 2016 and Spring of 2019. The return rate to date is N= 13/72 in the sample for a 18% return rate. This return rate lies above the good response level for external reviews which is 10%-15%.

Completer Satisfaction Survey Undergraduate

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

Category One: Personal Information

Graduation Date: Fall 2016 – Spring 2019

Please indicate the Bachelor degree program from which graduated: N=13

- 7 Elementary Education
- 3 Secondary Biology Education
- 2 Secondary English Education
- 1 K-12 Music Education

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 each standard. There are nine standards (one and two are combined) with expert ranked behaviors you could demonstrate to show knowledge of the associated standard. 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*

Learner Development and Differences

Has rapport with students.	1	2	3 (7.7%)	4 (92.3%)
Has evidence of social emotional learning in the classroom.	1	2	3 (53.8%)	4 (46.2%)
Has knowledge of students.	1	2	3 (23.1%)	4 (76.9%)

Management/Learning Environments

Has high expectations for all learners.	1	2 (7.7%)	3 (38.5%)	4 (53.8%)
Treats students with respect and care.	1	2	3 (15.4%)	4 (84.6%)

Incorporates active learning strategies.	1	2	3(38.5%)	4(61.5%)
<u>Content Knowledge</u>				
Explanations are clear, correct and appropriate	1	2	3(46.2%)	4(53.8%)
Knowledge is approached from all levels	1	2	3(46.2%)	4(53.8%)
Clear success criteria is communicated.	1	2	3(69.2%)	4(30.8%)
<u>Application of Content</u>				
Applies content to real world.	1	2(7.7)	3(69.2%)	4 (30.8%)
Scaffolds students from lower order thinking to higher order thinking.	1	2 (7.7)	3(46.2%)	4(46.2%)
<u>Assessment</u>				
Is able to understand test data and implement remediation.	1	2	3(53.8%)	4(46.2%)
Informs instructional decisions using data.	1	2(7.7)	3(46.2%)	4(46.2%)
Uses multiple modes of assessment.	1	2	3(61.5%)	4(38.5%)
<u>Planning for instruction</u>				
Creates lesson plans.	1	2	3(30.8%)	4(69.2%)
Aligns lessons with standards.	1	2	3(15.4%)	4(84.6%)
Uses back ward planning.	1	2	3(53.8%)	4(46.2%)
<u>Instructional Strategies</u>				
Uses engaging questioning and discussion.	1	2 (7.7)	3(46.2%)	4(46.2%)
Uses targeted and varied strategies.	1	2	3(38.5%)	4(61.5%)
Uses student led learning.	1	2(15.4)	3(61.5%)	4(23.1%)
<u>Professional Learning and Ethical Practices</u>				
Seeks opportunities to grow.	1	2	3(23.1%)	4(84.6%)
Is organized.	1	2	3(30.8%)	4(69.2%)
Seeks help when needed.	1	2(15.4%)	3(7.7%)	4(76.9%)
<u>Leadership and Collaboration</u>				
Provides or accepts collegial mentorship.	1	2	3(23.1%)	4(76.9%)
Takes initiative in solving problems.	1	2	3(38.5%)	4(61.5%)
Reflects about teaching.	1	2 (7.7%)	3(7.7%)	4(84.6%)

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

Incorporate reading strategies in instructional planning in various subject areas.	1	2	3(61.5%)	4(38.5%)
Integrate reading activities in other curricular areas.	1	2	3(53.8%)	4(46.2%)
Use individual reading assessments to improve student academic performance.	1(7.7%)	2(15.4%)	3(46.2%)	4(38.5%)
Demonstrate knowledge of research-based, developmentally appropriate reading strategies.	1	2 (7.7%)	3(46.2%)	4(46.2%)

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

Prepare students for taking the Florida Assessment by using the state standards to guide instruction.	1	2	3(23.1%)	4(76.9%)
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.	1	2	3(23.1%)	4(76.9%)
Monitor student performance on core benchmarks throughout the year (using checklists, rubrics, questions, teacher observation, and other forms of assessment).	1	2	3(30.8%)	4(69.2%)
Provide students with strategies to improve test-taking skills.	1	2(7.7%)	3(23.1%)	4(69.2%)
Collaborate with colleagues and administrators to improve student achievement on the Florida Assessment.	1	2	3(38.5%)	4(61.5%)

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

Within my major, subject area competencies were addressed in a manner that allows me to effectively apply the content knowledge in the field.	1	2	3(30.8%)	4 (69.2%)
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Please rate the degree to which you think you are able to demonstrate knowledge of the ESOL competencies and standards.

Within my major, the ESOL competencies and standards were addressed in a manner that allows me to effectively apply ESOL methodologies in the field.	1	2(7.7%)	3(61.5%)	4(30.8%)
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Incorporate ESOL strategies in instructional planning in various subject areas. 1 2(7.7%) 3(69.2%) 4(23.1%)

Demonstrate knowledge of research-based, developmentally appropriate ESOL strategies. 1 2 3(76.9%) 4(23.1%)

Category Four: Effectiveness as a teacher

Teacher Effectiveness	Ineffective	Not Very Effective	Effective	Very Effective
Overall, how effective do you feel as a teacher?	0	0	53.8%	53.8%
Over the past year, how would you rate your impact on P – 12 student learning based on your students’ achievement data?	0	7.7%	61.5%	38.5%

Category Five: General

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

Q: How would you rate the overall teacher preparation you received at The University of Tampa?

Not Very Effective: __0 Effective: 53.8 Very Effective: 46.2%

Q: What do you believe to be the most valuable or useful aspect of your teacher preparation?

Answers:

- Lesson planning and objective writing
- Internships at achievement school
- different modes of learning
- Working hands on with teachers in classrooms to see how they teach their students. J2 semester ESOL with Erben was a huge challenge to form and create for students but it helped tremendously and allowed me to grow drastically.
- Classroom management was by far the most valuable. Discussing management with my mentor, she mentioned that I was leagues ahead of what a first year teacher is normally at. I heard how my coworker, who is also a first year teacher, struggled with management through my students who were very frustrated with the class. I was able to offer strategies to the other teacher to help establish student buy-in.
- Learning different teaching strategies for whole class, partner, groups, individual learning
- Everything about UT's preparation has led me to where I am today. Mostly, the support of the professors and their ability to teach content through doing/showing, not just demonstrating or reading from a textbook.
- Internship experiences
- The internship experience was the most valuable thing...I didn't quite get the full scope of teaching until I was an intern.
- I believe having positive, passionate professors that encourage you and back you up in times of need, that are empathetic and truly believe in you in the classroom is the most valuable aspect! That support pushes many students forward, in school I shut down with negative feedback and did not feel confident in my final internship with my cooperating teacher. It was unlike every other class and internship I had at University of Tampa, I was in the last few weeks of my Bachelors and went home and cried everyday trying to make my CT happy in her classroom. That experience taught me a lot about myself, others in a school, how positive reinforcement and having one person that actually cares really works wonders in comparison to those who enjoy putting negativity out there.

- Internship
- ESOL and reading integration
- Relationship building, management, classroom take over in final practicum

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

- RTI instruction, teaching kids with trauma
- More data remediation techniques and extreme behavior management strategies
- More technology use. I learned a lot, especially becoming a Google Certified Trainer, but it would have been extremely helpful to have more technology focused lessons for class.
- I feel like I could have used more training on categories of grade and how grades are weighted. I compared my weighting to my neighboring teacher in the same subject and I had a hard time understanding hers and realized that I was spending a lot of my time trying to figure out how to enter grades for my assignments.
- Dealing with parents who are unsupportive, administration who doesn't agree on what's best for the students
- I would have loved to learn how to give a DRA (developmental reading assessment) and I would have liked to learn more about RTI/MTSS since that was the most challenging part of my year.
- Stronger classroom management/first week expectation set up
- I feel like I needed more help with methods. I don't think I always deliver my instruction in an engaging way. I tend to just do the same three things over and over again because that's all I'm comfortable with.
- Further classes in classroom management addressing specific common behaviors
- More Classes learning about ESE students. Specifically, IEP Data, FBA Data and how to fill out HELPFUL planning notes for IEP meetings. I think UT needs to add an ESE practicum to learn all these things. I would be happy to help build this program.

Outcome Measures

#5 Graduation Rates

The completion graduation rate is defined as the rate at which candidates successfully complete all upper division courses (EDU 300/400 level), pass the final internship and successfully pass the Florida Teacher Comprehensive Exam compared with the number of candidates who are admitted to the EPP after having met all application criteria.

Analysis and Results:

Data in the tables below provide strong evidence of successful candidate completion rates for the EPP and all program areas. In total, between Spring 2018 and Fall 2018, 39 students were admitted to the six undergraduate programs (Elementary, Secondary English, Math, Biology, Social Science, PE). Of the 39 undergraduate students admitted, 37 or 95% have graduated on time. The cases of lower completion rates are explained by the small numbers of candidates completing the FLDOE licensure exam during the final semester.

Semester: Spring 2018-Fall 2019

Program	# Admitted into EDU Department	# Graduated	% Percentage
Elementary (ESOL/Reading)	13	12	92%
Secondary English	0	0	-
Secondary Math	0	0	-
Secondary Social Studies	2	1	50%
Secondary Biology	0	0	-
PE K-12	0	0	-

Semester: Fall 2018 – Spring 2020

Program	# Admitted into EDU Department	# Graduated	% Percentage
Elementary (ESOL/Reading)	19	19	100%
Secondary English	1	1	100%
Secondary Math	1	1	100%
Secondary Social Studies	0	0	-
Secondary Biology	1	1	100%
PE K-12	2	2	100%

#6 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 were 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. For each exam, mean scores, and the passing rates for candidates are reported.

(Undergraduate: Elementary/Secondary Education Programs)

	Number of Candidates (Institution / State Total) Tested in Professional Exam	State Mean	EPP Mean	% of State Passing	% of EPP Passing
2018 Fall	16 / 2708	215.9	217.6	94%	100%
2019 Spring	17 / 4187	216.9	214.9	93%	100%
2019 Fall	24 / 2651	215.9	218.5	91%	100%
2020 Spring	13 / 2796	212.7	209.8	82%	77%

Program	Number of Candidates (Institution / State Total) Tested in Subject Area Exam	State Mean	EPP Mean	% of State Passing	% of EPP Passing
Elementary (ESOL/Reading)					
2018 Fall	64 / 6577	210.9	217.1	87%	100%
2019 Spring	36 / 8357	208.2	210.4	85%	97%
2019 Fall	76 / 7176	206.3	219.5	82%	100%
2020 Spring	31 / 5433	206.7	214.4	79%	94%
Secondary English					
2018 Fall	1 / 688	207.6 Essay 8.3	227.0 Essay 9	84%	100%
2019 Spring	1 / 1178	208.6 Essay 8.3	236.0 Essay 9	85%	100%
2019 Fall	1 / 769	206.6 Essay 8	214.0 Essay 8	77%	100%
2020 Spring	0 / 905	207.1 Essay 8	- Essay -	76%	-

Secondary Math					
2018 Fall	0 / 159	209.7	-	77%	-
2019 Spring	1 / 325	207.3	236	67%	100%
2019 Fall	0 / 178	201.1	-	60%	-
2020 Spring	1 / 259	198.2	197	56%	0%
Secondary Social Science					
2018 Fall	2 / 268	209.7	203.5	78%	100%
2019 Spring	0 / 564	210.4	0	80%	0%
2019 Fall	1 / 367	207.6	223	76%	100%
2020 Spring	0 / 384	202.3	0	63%	0%
Secondary Biology					
2018 Fall	2 / 101	213.5	220	87%	100%
2019 Spring	0 / 218	212.6	0	83%	0%
2019 Fall	1 / 137	209.1	218	78%	100%
2020 Spring	0 / 166	207.6	0	71%	0%
PE K-12					
2018 Fall	1 / 191	199	201	68%	100%
2019 Spring	1 / 306	201	206	80%	100%
2019 Fall	2 / 218	197.8	207	90%	100%
2020 Spring	1 / 312	199.3	204	91%	100%

#7 Ability of Completers to be Hired in Education Positions for which they have prepared
2019-2020 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
2019-2020 Elementary Education/ESOL/Reading K-6	31	84%	16%
2019-2020 Biology 6-12	1	100%	0%
2019-2020 English/ESOL 6-12	1	100%	0%
2019-2020 Mathematics 6-12	1	100%	0%
2019-2020 Physical Education K-12	2	100%	0%
2019-2020 Social Science 6-12	1	100%	0%

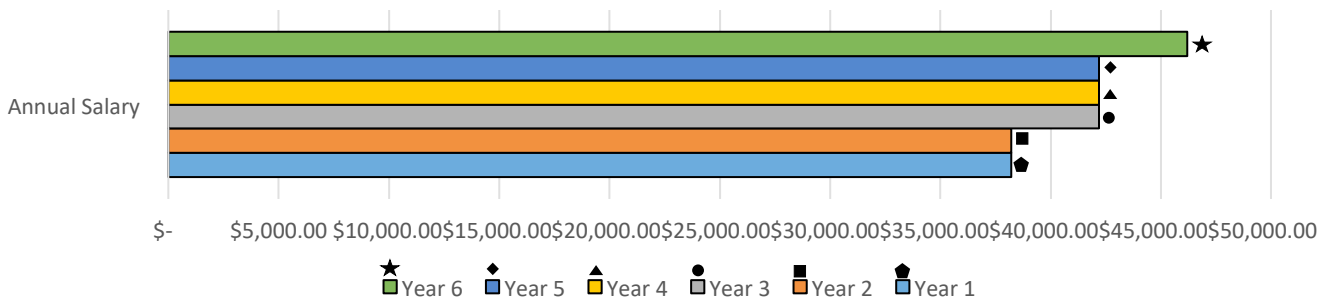
Average Salaries of UT EEP and SED Graduates
(working within Hillsborough County School District)

	<u>Hourly Pay</u>	<u>Annual Salary</u>
Year 0	\$ 24.12	\$ 38,201.17
Year 1	\$ 24.12	\$ 38,201.17
Year 2	\$ 24.12	\$ 38,201.17
Year 3	\$ 26.64	\$ 42,201.09
Year 4	\$ 26.64	\$ 42,201.09
Year 5	\$ 26.64	\$ 42,201.09
Year 6	\$ 29.17	\$ 46,201.32

**based on 8 hour day / 198 contracted days per academic year*

NOTE: Hourly rate is increased upon the completion of each 3rd year of instruction.

Average Salaries of University of Tampa
EED and SED Program Graduates



#8 Student Loan Default Rates and Other Consumer Information

The 2017 cohort graduated in 2020.

UT Loan	Default Rate
Row Labels	3YR OFFICIAL
2009	8.48%
2010	6.95%
2011	6.70%
2012	4.90%
2013	4.80%
2014	3.40%
2015	3.00%
2016	2.60%
2017	3.10%
Grand Total	4.88%

2020 - 2021 Academic Year Average UT Tuition Costs for Full-Time EED and SED Program Students

<u>EED & SED Program</u>	<u>Tuition Hours per term</u>	<u>Annual Tuition Cost</u>	<u>Total Cost for Program Completion</u>
Tuition	18	\$ 28,802.00	
Mandatory Fees		<u>\$ 2,082.00</u>	
		\$ 30,884.00	\$123,536*
<p>Note: Undergraduate tuition rate is based on a flat rate \$613 /credit hour up to 9 hours & after 18 hours per term. Mandatory Fees for Undergraduate students include: Student Service Fee; Student Government Fee; Student Health Fee; and, Miscellaneous Fees for Change of course after registration, Fall & Spring Orientation Fee(s), Vehicle Registration, etc...</p> <p><i>*Total cost based on 2020-2021 rates</i></p>			