



Department of Education CAEP Accountability Measures Undergraduate Programs 2023-2024

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.

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

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 (FDOE) for the 2024 Annual Program Performance Report (APPR) included files containing records for 2020-2021 program completers employed in an in-field instructional position in 2021-2022. 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.

- APPR data indicate the probability that the Average Student Learning Growth Results for 2020-2021 completers in the 2021-2022 academic year in the Elementary Education ESOL Endorsed/Reading Endorsed undergraduate program was "Effective" as rated by the state, indicating they positively impacted student learning.
- The remaining undergraduate programs did not have the required number of completers (3) to calculate VAM scores.

Teacher Evaluations

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).

Teacher Evaluation Results by Program (From the 2023 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 three-year period who received an annual evaluation rating from the most recent academic year.

Biology (Bachelors)

Teacher Evaluation Categories	Evaluation Totals for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.	Teacher Evaluation Percentages for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.
Highly Effective	2	100%
Effective	0	0%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	4 Completers Evaluated	100%

Elementary (Bachelors)

Teacher Evaluation Categories	Evaluation Totals for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.	Teacher Evaluation Percentages for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.
Highly Effective	30	66.67%
Effective	14	31.11%
Needs Improvement	1	2.22%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	45 Completers Evaluated	100%

English (Bachelors)

Teacher Evaluation Categories	Evaluation Totals for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.	Teacher Evaluation Percentages for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.
Highly Effective	0	0%
Effective	0	0%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	6 Completers Evaluated	100%

Mathematics (Bachelors)

Teacher Evaluation Categories	Evaluation Totals for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.	Teacher Evaluation Percentages for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.
Highly Effective	0	0%
Effective	0	0%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%

Total Number Evaluated	0 Completers Evaluated	100%
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PE K-12 (Bachelors)

Teacher Evaluation Categories	Evaluation Totals for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.	Teacher Evaluation Percentages for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.
Highly Effective	0	0%
Effective	0	0%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	0 Completers Evaluated	100%

Social Science (Bachelors)

Teacher Evaluation Categories	Evaluation Totals for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.	Teacher Evaluation Percentages for 2018-2019, 2019-2020 and 2020-2021 program completers employed in an instructional position in 2021-2022.
Highly Effective	5	100%
Effective	0	0%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	5 Completers 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 Completors” 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.

2022-2023 Surveys

The Completer Satisfaction Survey was disseminated to program completers and employers in May 2023. The results are included below.

Completer Satisfaction Survey 2022-2023 For 2018-2019, 2019-2020, 2020-2021, 2021-2022 Completors RESULTS

One hundred two (102) Completer Satisfaction Surveys were emailed and mailed to program completers listed on the FDOE generated Employment Data Report who graduated from undergraduate programs between Fall of 2018 and Spring of 2022. The return rate to date is N= 16/102 in the sample for a 15% return rate. This return rate lies within 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 2018 – Spring 2022

Years Teaching

- 4 (25%) Completors were 1st year completors
- 3 (19%) Completors were 2nd year completors
- 4 (25%) Completors were 3rd year completors
- 5 (31%) Completors were 4th year completors

Gender

- 0 Male Completer
- 16 (100%) Female Completors

Race/Ethnicity.

- 16 (100%) White Completors

Grade level(s) taught

- 15 (94%) Elementary Completors
- 1 (6%) Secondary Completors

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 InTASC standard. 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><i>Learner Development and Differences</i></u>				
Has rapport with students.				100%
Has evidence of social emotional learning in the classroom.			44%	56%
Has knowledge of students.				100%
<u><i>Management/Learning Environments</i></u>				
Has high expectations for all learners.			38%	62%
Treats students with respect and care.			25%	75%
Incorporates active learning strategies.			38%	62%
<u><i>Content Knowledge</i></u>				
Explanations are clear, correct and appropriate.			31%	69%
Knowledge is approached from all levels.			25%	75%
Clear success criteria is communicated.			38%	62%
<u><i>Application of Content</i></u>				
Applies content to real world.		6%	19%	75%
Scaffolds students from lower order thinking to higher order thinking.			25%	75%
<u><i>Assessment</i></u>				
Is able to understand test data and implement remediation.		13%	25%	62%
Informs instructional decisions using data.		13%	31%	56%
Uses multiple modes of assessment.		6%	38%	56%
Applies technology to organize and integrate instruction.		6%	38%	56%
<u><i>Planning for Instruction</i></u>				
Creates lesson plans.			31%	69%

Aligns lessons with standards.			19%	81%
Uses backward planning.		13%	50%	37%
<u>Instructional Strategies</u>				
Uses engaging questioning and discussion.			38%	62%
Uses targeted and varied strategies.			50%	50%
Uses student led learning.			38%	62%
Engages in culturally and linguistically responsive practices.		6%	38%	56%
Uses technology that engages students and advances learning.		13%	50%	37%
<u>Professional Learning and Ethical Practices</u>				
Seeks opportunities to grow.			38%	62%
Is organized.			50%	50%
Seeks help when needed.			38%	62%
<u>Leadership and Collaboration</u>				
Provides or accepts collegial mentorship.			25%	75%
Takes initiative in solving problems.			25%	75%
Reflects about teaching.			25%	75%

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

<u>Reading</u>				
Incorporate reading strategies in instructional planning in various subject areas.		13%	25%	62%
Integrate reading activities in other curricular areas.		13%	13%	74%
Use individual reading assessments to improve student academic performance.	6%		38%	56%
Demonstrate knowledge of evidence-based, developmentally appropriate reading strategies.		6%	38%	56%

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

<u>Florida Assessment</u>				
Prepare students for taking the Florida Assessment by using the state standards to guide instruction.			25%	75%

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.			50%	50%
Monitor student performance on core benchmarks throughout the year (using checklists, rubrics, questions, teacher observation, and other forms of assessment).		6%	38%	56%
Provide students with strategies to improve test-taking skills.		6%	50%	44%
Collaborate with colleagues and administrators to improve student achievement on the Florida Assessment.		6%	38%	56%

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.			38%	62%

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.	6%		25%	69%
Incorporate ESOL strategies in instructional planning in various subject areas		6%	38%	56%
Demonstrate knowledge of evidence-based, developmentally appropriate ESOL strategies.		6%	38%	56%

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?

88% Contract Signed
6% Contract Expected
6% Teaching in another district
_____ Teaching in another state
_____ Unsure
_____ Leaving teaching
_____ Not rehired

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

3. Overall, how effective do you feel as a teacher?
50% Very Effective
50% Effective
_____ Not Very Effective
_____ Ineffective

4. Over this past year, how would you rate your impact on P-12 student learning based on your students' achievement data?
62% Very Effective
38% Effective
_____ Not Very Effective
_____ 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?
75% Very Effective
25% Effective
_____ Not Very Effective
_____ Ineffective

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

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 every day. I understand that the professors wanted to understand out ideas and lesson 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
- More ESE
- Classroom management needs to be stressed more.
- Special Education - IEPs, Planning Notes, staffing, MTSS, etc.
- Parental involvement
- Accommodations for students (ESE, 504), social emotional learning

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 2022-2023 Undergraduate Programs
For 2018-2019, 2019-2020, 2020-2021, 2021-2022 Completers**

One hundred two (102) Employer Satisfaction Surveys were emailed to principals of program completers listed on the FDOE generated Employment Data Report who graduated between Fall of 2018 and Spring of 2022. The return rate was N= 10/102 in the sample for a 10% return rate. A good response for external surveys is 10%-15% return rate.

Response rate: 10/102 (10%) responses in total

Please indicate which year of teaching is being evaluated. End of Year 1: 30%; End of Year 2: 20%; End of Year 3: 20%; End of Year 4: 30%

80% Elementary Education Completers

20% 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.		40%	60%	
Recognizes signs of student's difficulty with reading and computational processes and applies appropriate measures to improve students' reading and computational performance.		40%	60%	
Teaching Behaviors	Unacceptable 1	Acceptable 2	Exemplary 3	Comments
Uses and integrates appropriate technology in teaching and		20%	80%	

learning processes.				
Demonstrates knowledge and understanding of the Florida State Standards.		60%	40%	
Teaches to diverse needs.		20%	80%	

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*

<i>Competency/Trait/Behavior</i>	1	2	3	4
<u><i>Learner Development and Differences</i></u>				
Has rapport with students.		10%	30%	60%
Has evidence of social emotional learning in the classroom.		10%	40%	50%
Has knowledge of students.			20%	80%
<u><i>Management/Learning Environments</i></u>				
Has high expectations for all learners.			40%	60%
Treats students with respect and care.			20%	80%
Incorporates active learning strategies.		10%	30%	60%
<u><i>Content Knowledge</i></u>				
Explanations are clear, correct and appropriate.		10%	30%	60%
Knowledge is approached from all levels.		10%	30%	60%
Clear success criteria is communicated.		10%	20%	70%
<u><i>Application of Content</i></u>				
Applies content to real world.		10%	30%	60%
Scaffolds students from lower order thinking to higher order thinking.		10%	30%	60%
<u><i>Assessment</i></u>				
Is able to understand test data and implement remediation.		10%	30%	60%

Informs instructional decisions using data.		10%	10%	80%
Uses multiple modes of assessment.			40%	60%
Applies technology to organize and integrate instruction.			20%	80%
<i>Planning for Instruction</i>				
Creates lesson plans.		10%	40%	50%
Aligns lessons with standards.			40%	60%
Uses backward planning.		10%	20%	70%
<i>Instructional Strategies</i>				
Uses engaging questioning and discussion.		10%	10%	80%
Uses targeted and varied strategies.		10%	10%	80%
Uses student led learning.		10%	20%	70%
Engages in culturally and linguistically responsive practices.			50%	50%
Uses technology that engages students and advances learning.			20%	80%
<i>Professional Learning and Ethical Practices</i>				
Seeks opportunities to grow.			30%	70%
Is organized.		10%	10%	80%
Seeks help when needed.		10%	10%	80%
<i>Leadership and Collaboration</i>				
Provides or accepts collegial mentorship.			30%	70%
Takes initiative in solving problems.		10%	10%	80%
Reflects about teaching.			20%	80%

██████████, an Elementary Education/ESOL/Reading Endorsed completer who graduated from the program on 08-02-2022, earned all of the “*limited ability to demonstrate*” responses. She is teaching in Hillsborough County at Oak Park Elementary in a 5th grade Math/Science classroom.

Stakeholder Feedback Survey

Stakeholder Feedback Results 2022-2023

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 6/11 members of the Teacher Education Advisory Committee (54% response rate) and sent to the Director of Educator Preparation Programs shortly after the annual meeting.

Stakeholder Feedback Results

2023

Teacher Education Advisory Committee

Please check all that apply:

- | | |
|--|--|
| <input type="checkbox"/> Current UT Education Undergraduate | <input type="checkbox"/> Current UT Education Graduate Student |
| <input type="checkbox"/> Graduate of UT Undergraduate Program | <input type="checkbox"/> Graduate of UT Education Graduate |
| <input type="checkbox"/> University Supervisor | <input type="checkbox"/> Program |
| <input type="checkbox"/> Elementary Classroom Teacher | <input type="checkbox"/> Secondary Classroom Teacher |
| <input type="checkbox"/> Elementary School Administrator (retired) | <input type="checkbox"/> Secondary School Administrator |
| <input type="checkbox"/> County Administrator | <input type="checkbox"/> Cooperating Teacher Working with Intern |
| <input type="checkbox"/> Practicum III Final Intern | <input type="checkbox"/> Practicum II Candidate |
| <input type="checkbox"/> Practicum I Candidate | <input type="checkbox"/> Adjunct Professor |
| <input type="checkbox"/> Other, please specify: Full-time faculty | <input type="checkbox"/> College Dean |

Number responding: 6/11

Part 1: Continuing Program Approval

Please respond to the following prompts/questions.

1. 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.

- Supporting the interns with classroom management strategies to be equipped them in the classroom.
- Students need more practice/support with parent interactions and how to email or hold parent-teacher conferences. They also need greater support with classroom management, and understanding that without management there is no learning being done and teaching will be unsuccessful.
- Hillsborough county would greatly benefit from having pre-teachers assigned to low SES schools to come in as part of their course of study to provide weekly small group tutoring/instruction. This would not only give UT students a rich practicum experience, but it would also help them hone their skills with a consistent set of students. It would benefit the district by providing an additional layer of support. Students love to be pulled for small group as many need that close interaction and bond, so they see it as a reward.
- Exposure to curriculum that HCPS uses in undergraduate upper level courses, including reading intervention programs.
- ESE background (IEP/504), Behavior Management, Supporting Students with Trauma
- As a retired principal, I can speak to the needs of the new teacher experience. Behavioral issues have increased over the past several years. A strong behavior management plan requires extensive training along with job embedded professional development for mastery. As a professor and principal, I incorporate simulations because mastery comes from experiences. Students will benefit from behavior management being embedded in each course. As a school leader, I was able to address any lack of knowledge very quickly; however, classroom management issues become a major project for the leadership team in order to maintain engagement.

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:

- Time management and professionalism
- Reading curriculum, how to write lesson plans, child development and pedagogy levels.
- I felt very prepared with pedagogy, lesson planning, curriculum development, interventions, time management, and professional ethics.

Areas where I felt I need further preparation/training:

- NA
- behavior management
- Classroom management, working with parents/stakeholders, science and math curriculum that's aligned to district and state expectations.
- ESE background (IEP/504), Behavior Management, Students with Trauma

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:

- Professionalism and completing lesson plans that are engaging and rigorous
- General lesson planning, how to engage students, child development, pedagogy, social-emotional learning, how to incorporate literature into all subjects.
- I was the cooperating teacher for Sara Michaelson. She was very confident in her ability to take over teaching the class and she had a keen sense of student needs for acceleration when thinking through her lesson plans.
- Lesson planning, instructional strategies, curriculum development, professionalism.

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

- Supporting them with diverse students
- Classroom management, engaging with stakeholders/parents, how to determine final grades, basic record-keeping, content knowledge (esp. for intermediate grades).
- While students are very well prepared in writing lessons from scratch, the introduction to the district instructional guides is a bit overwhelming at first. I would recommend that UT incorporate designing lessons with the instructional guide as the catalyst.
- Effective communication practices when communicating with stakeholders. Practice with role playing various scenarios with parents. Effective communication via email and knowing when to call home vs. email or when it should be a parent conference in person.

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:

- There is a lot of hands-on learning and observations with boots on the ground.
- Working in small classes and students having close, supportive relationships with professors. The program's interest in making improvements.
- UT seems to do a great job preparing interns for their final practicum.
- My own children's teachers who have been UT grads are top notch educators. The program does an excellent job and I love that we continue to strive for improvement.
- ESOL and Reading, Pedagogy, Professional Ethics, Lesson Planning, Curriculum Development
- Due to the disposition policies in place, the students come with strengths in reliability and professionalism. The students benefit from the expertise of a quality faculty with effective leadership.

Improvements needed:

- Support with small groups and behavior management
- ESE, Effective Communication, Innovative Technology.

- Student engagement is one of the most important aspects of teaching and requires a stronger skillset than curriculum knowledge. Curriculum knowledge can be addressed quickly. As a school leader and evaluator, I typically coach teachers on how to increase rigor for authentic engagement and "withitness" for behavior management.

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

- I would love to see more students coming to UT for the education program as it is amazing and people need to know that

- I really appreciate all that UT is doing to prepare new teachers for the profession.

- Great work with adding the ESE experiences!

- As an educational consultant in other states, I have the opportunity to see the progressive direction of education. A seminar for our students to have a "sneak peek" of the future could be beneficial.

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

- Going to out of state schools with UT education faculty to market the department and making high school students aware of their financial option that will help them combat the student loans. Perkins, Pell Grant, PSLF

- Unfortunately, I do really see an answer for this.

- This is difficult, as it is now even more challenging to recruit and retain all types of candidates. Perhaps getting our program candidates into different communities within the area as tutors could procure future interest when students may feel inspired to become teachers.

- Push into Tampa Bay area high schools for students to learn about UT and the teaching profession. Look into offering university scholarships for diverse students who want to be educators.

- In order to increase diversity, we should market UT at schools with diverse populations. Open houses, college night, and career fairs are possible opportunities. I would be happy to help with the logistics.

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 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.

(Undergraduate: Elementary/Secondary Education Programs)

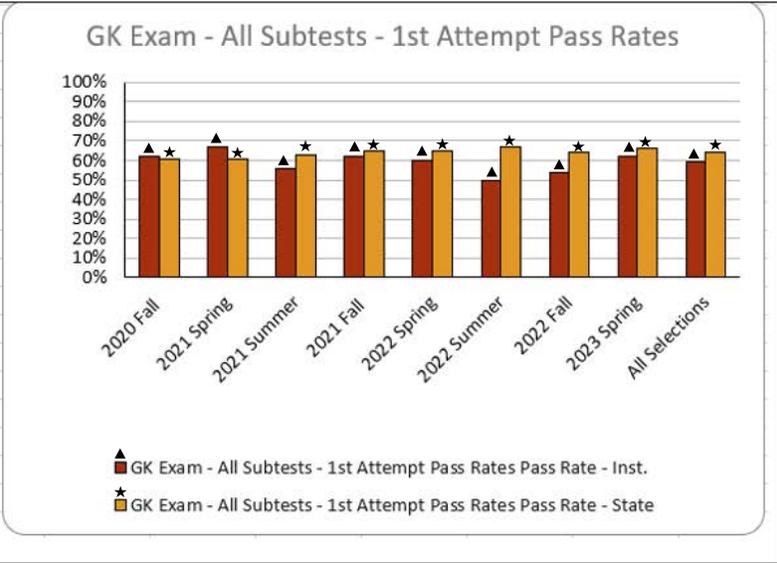
FTCE Score Results

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

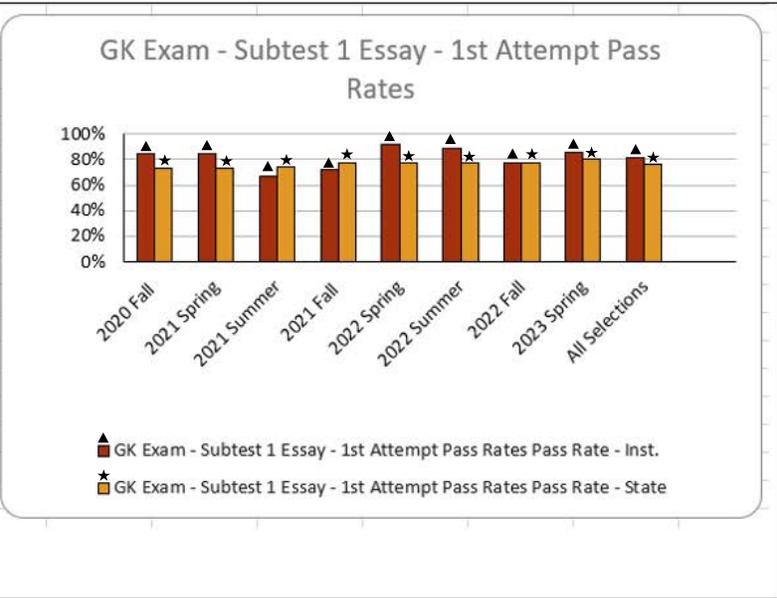
1st Attempt Pass Rate on FTCE Exams
(General Knowledge, Professional & Subject Area)

General Knowledge Exam of the FTCE
Fall 2020-Spring 2023

GK Exam - All Subtests - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	62%	61%
2021 Spring	67%	61%
2021 Summer	56%	63%
2021 Fall	62%	65%
2022 Spring	60%	65%
2022 Summer	50%	67%
2022 Fall	54%	64%
2023 Spring	62%	66%
All Selections	59%	64%



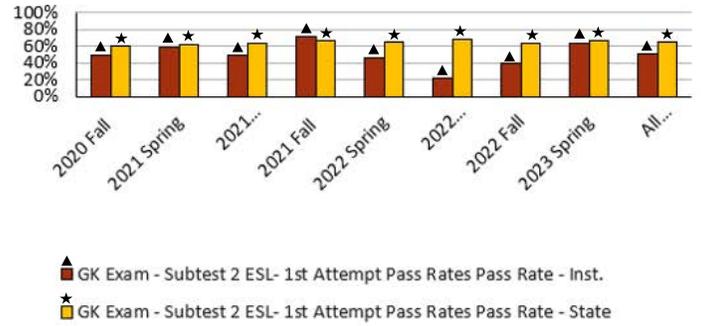
GK Exam - Subtest 1 Essay - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	85%	73%
2021 Spring	85%	73%
2021 Summer	67%	74%
2021 Fall	72%	77%
2022 Spring	92%	77%
2022 Summer	89%	77%
2022 Fall	77%	77%
2023 Spring	86%	80%
All Selections	82%	76%



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

Program Year	Pass Rate -	Pass Rate - State
2020 Fall	50%	60%
2021 Spring	59%	62%
2021 Summer	50%	64%
2021 Fall	72%	67%
2022 Spring	46%	65%
2022 Summer	22%	69%
2022 Fall	39%	63%
2023 Spring	64%	67%
All Selections	50%	65%

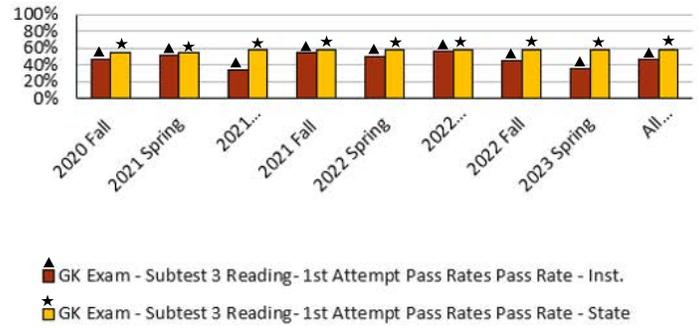
GK Exam Subtest 2 ESL - 1st Attempt Pass Rates



GK Exam - Subtest 3 Reading- 1st Attempt Pass Rates

Program Year	Pass Rate -	Pass Rate - State
2020 Fall	46%	55%
2021 Spring	51%	55%
2021 Summer	33%	57%
2021 Fall	55%	57%
2022 Spring	49%	58%
2022 Summer	56%	58%
2022 Fall	45%	58%
2023 Spring	36%	58%
All Selections	46%	57%

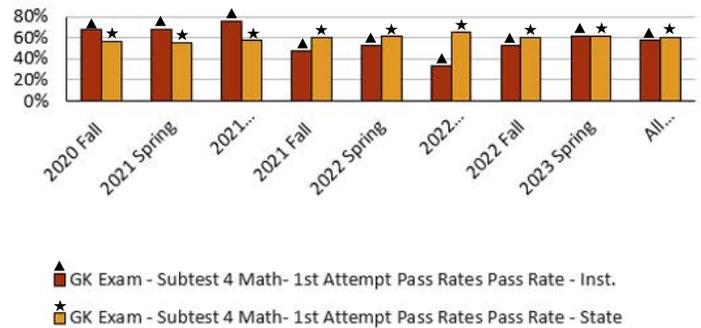
GK Exam - Subtest 3 Reading - First Attempt Pass Rate



GK Exam - Subtest 4 Math- 1st Attempt Pass Rates

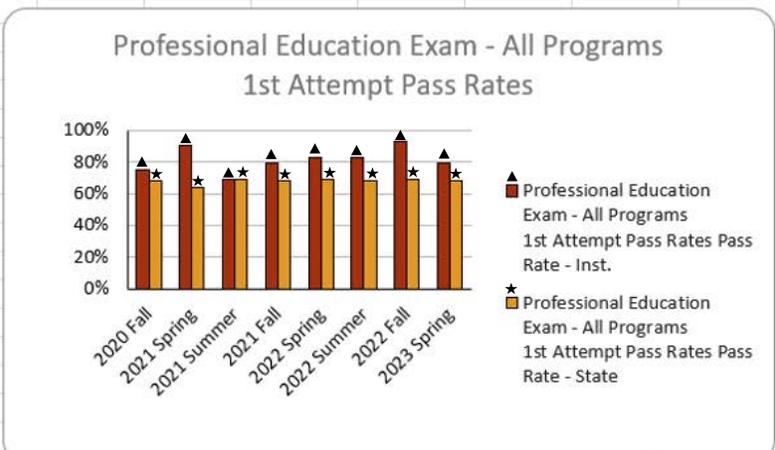
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	68%	57%
2021 Spring	68%	55%
2021 Summer	75%	58%
2021 Fall	48%	60%
2022 Spring	53%	61%
2022 Summer	33%	65%
2022 Fall	53%	60%
2023 Spring	62%	62%
All Selections	58%	60%

GK Exam - Subtest 4 Math - 1st Attempt Pass Rates



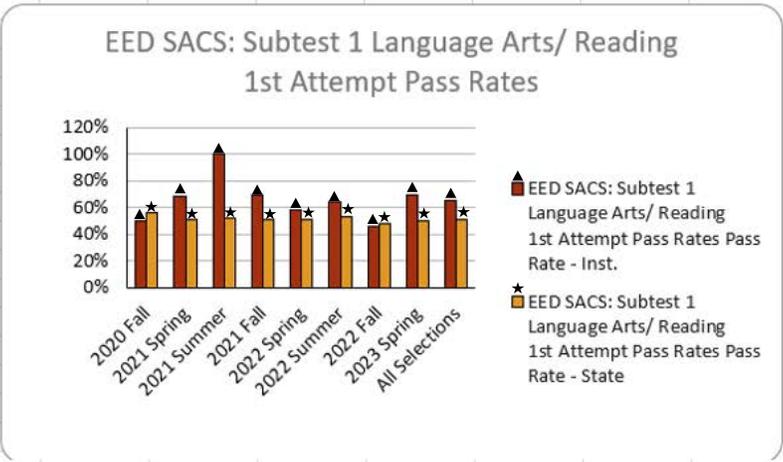
Professional Education Exam of the FTCE Fall 2020-Spring 2023

Professional Education Exam - All Programs		
Program Year	Pass Rate - Inst.	Pass Rate - State
2020 Fall	75%	68%
2021 Spring	90%	64%
2021 Summer	69%	69%
2021 Fall	79%	68%
2022 Spring	83%	69%
2022 Summer	83%	68%
2022 Fall	93%	69%
2023 Spring	79%	68%
All Selections	81%	68%

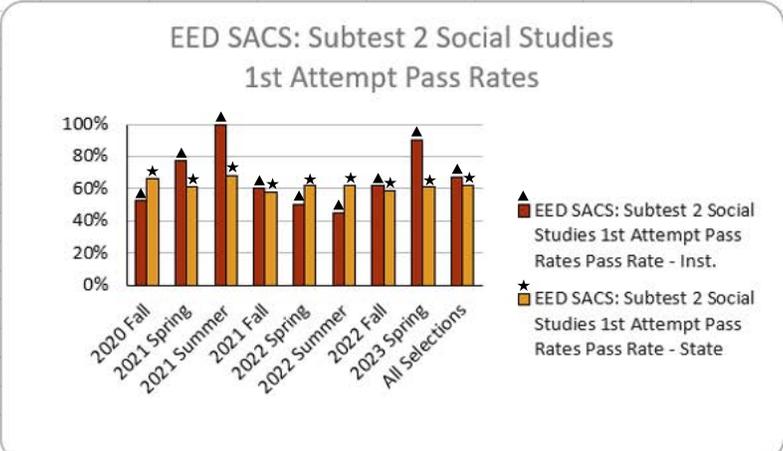


Subject Area Exam of the FTCE Elementary Education Fall 2020-Spring 2023

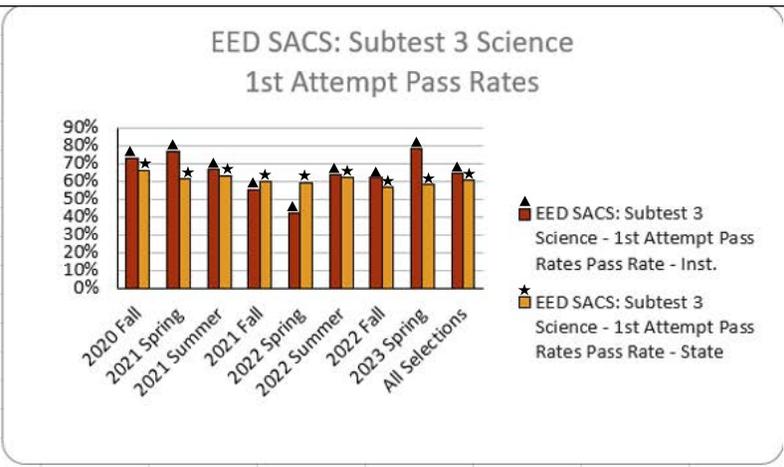
EED SACS: Subtest 1 Language Arts/ Reading		
Program Year	Pass Rate - Inst.	Pass Rate - State
2020 Fall	50%	56%
2021 Spring	69%	51%
2021 Summer	100%	52%
2021 Fall	70%	51%
2022 Spring	58%	51%
2022 Summer	64%	53%
2022 Fall	46%	48%
2023 Spring	70%	50%
All Selections	66%	52%



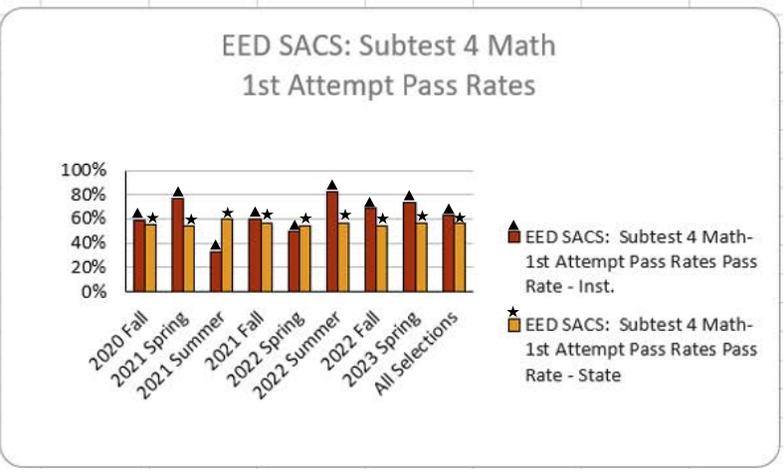
EED SACS: Subtest 2 Social Studies 1st Attempt		
Program Year	Pass Rate - Inst.	Pass Rate - State
2020 Fall	53%	66%
2021 Spring	77%	61%
2021 Summer	100%	68%
2021 Fall	60%	58%
2022 Spring	50%	62%
2022 Summer	45%	62%
2022 Fall	62%	59%
2023 Spring	90%	61%
All Selections	67%	62%



EED SACS: Subtest 3 Science - 1st Attempt Pass		
Program Year	Pass Rate - Inst.	Pass Rate - State
2020 Fall	73%	66%
2021 Spring	77%	61%
2021 Summer	67%	63%
2021 Fall	55%	60%
2022 Spring	42%	59%
2022 Summer	64%	62%
2022 Fall	62%	57%
2023 Spring	78%	58%
All Selections	65%	61%

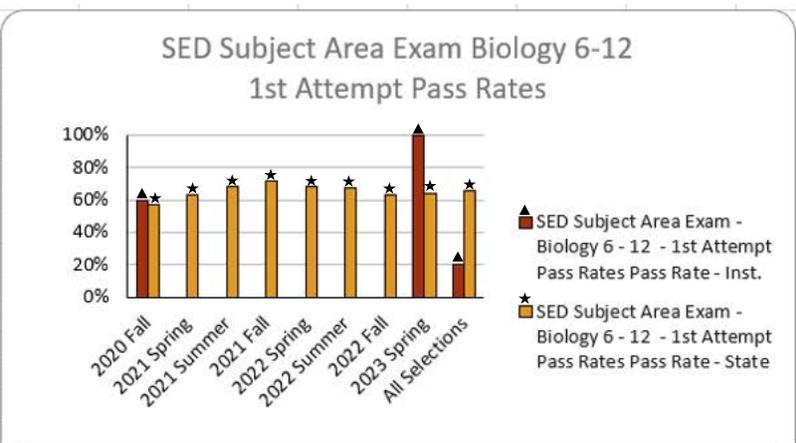


EED SACS: Subtest 4 Math- 1st Attempt Pass Rates		
Program Year	Pass Rate - Inst.	Pass Rate - State
2020 Fall	59%	55%
2021 Spring	77%	54%
2021 Summer	33%	60%
2021 Fall	60%	57%
2022 Spring	50%	54%
2022 Summer	82%	57%
2022 Fall	69%	54%
2023 Spring	73%	57%
All Selections	63%	56%



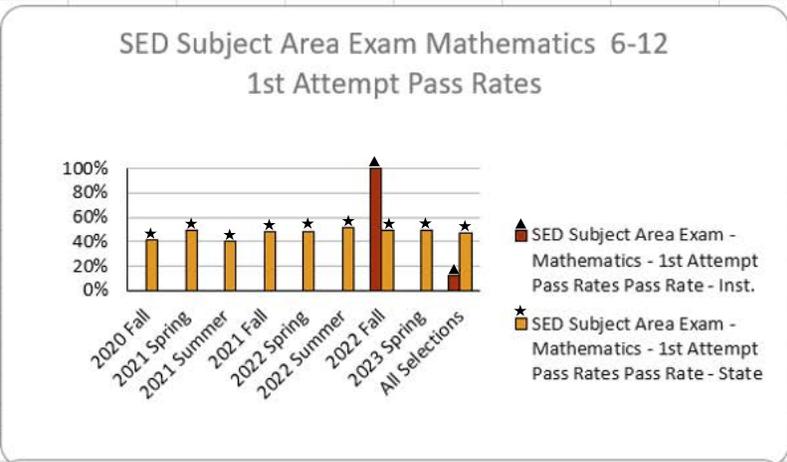
Subject Area Exam of the FTCE Biology Education 6-12 Fall 2020-Spring 2023

SED Subject Area Exam - Biology 6 - 12 - 1st		
Program Year	Pass Rate - Inst.	Pass Rate - State
2020 Fall	60%	57%
2021 Spring	0%	63%
2021 Summer	0%	68%
2021 Fall	0%	72%
2022 Spring	0%	68%
2022 Summer	0%	67%
2022 Fall	0%	63%
2023 Spring	100%	64%
All Selections	20%	65%



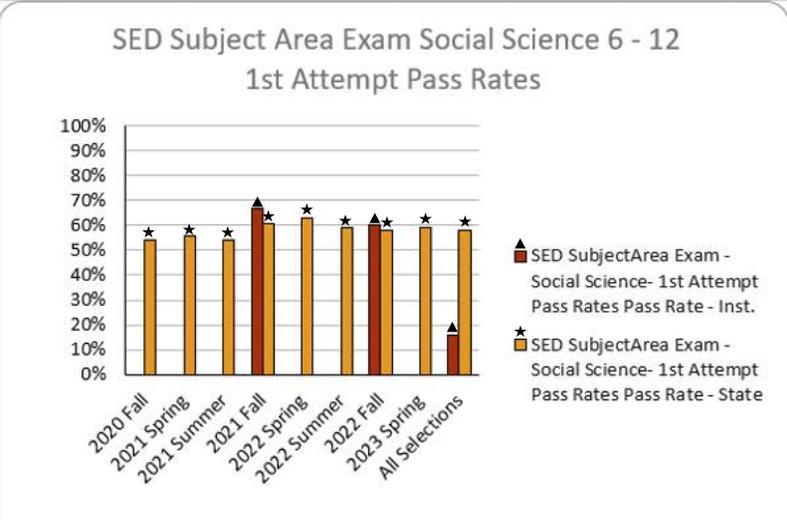
Subject Area Exam of the FTCE Mathematics Education 6-12 Fall 2020-Spring 2023

SED Subject Area Exam - Mathematics - 1st Attempt		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	0%	42%
2021 Spring	0%	49%
2021 Summer	0%	40%
2021 Fall	0%	48%
2022 Spring	0%	48%
2022 Summer	0%	52%
2022 Fall	100%	49%
2023 Spring	0%	50%
All Selections	13%	47%



**Subject Area Exam of the FTCE
Social Science Education 6-12
Fall 2020-Spring 2023**

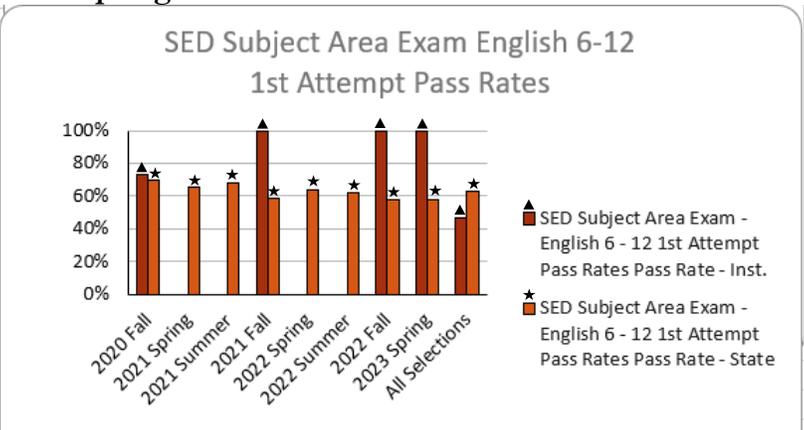
SED SubjectArea Exam - Social Science- 1st Attempt		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	0%	54%
2021 Spring	0%	56%
2021 Summer	0%	54%
2021 Fall	67%	61%
2022 Spring	0%	63%
2022 Summer	0%	59%
2022 Fall	60%	58%
2023 Spring	0%	59%
All Selections	16%	58%



***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.**

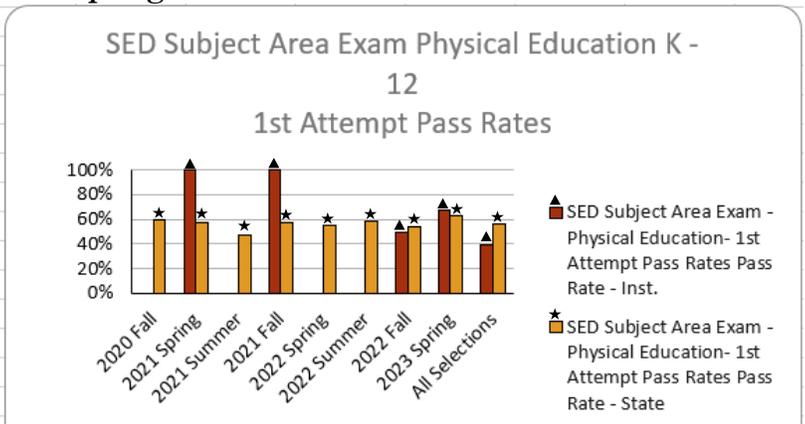
**Subject Area Exam of the FTCE
Discontinued English Education 6-12
Fall 2020-Spring 2023**

SED Subject Area Exam - English 6 - 12 1st Attempt		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	73%	70%
2021 Spring	0%	65%
2021 Summer	0%	68%
2021 Fall	100%	59%
2022 Spring	0%	64%
2022 Summer	0%	62%
2022 Fall	100%	58%
2023 Spring	100%	58%
All Selections	47%	63%



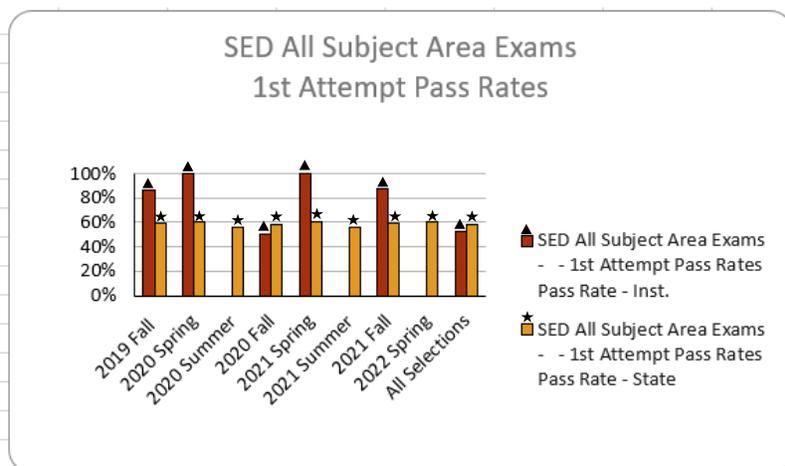
**Subject Area Exam of the FTCE
Discontinued Physical Education K-12
Fall 2020-Spring 2023**

SED Subject Area Exam - Physical Education- 1st		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	0%	60%
2021 Spring	100%	57%
2021 Summer	0%	47%
2021 Fall	100%	57%
2022 Spring	0%	55%
2022 Summer	0%	58%
2022 Fall	50%	54%
2023 Spring	67%	63%
All Selections	40%	56%



SED All Subject Areas

SED All Subject Area Exams - - 1st Attempt Pass		
Program Year	Pass Rate -	Pass Rate - State
2019 Fall	86%	59%
2020 Spring	100%	61%
2020 Summer	0%	56%
2020 Fall	50%	58%
2021 Spring	100%	61%
2021 Summer	0%	56%
2021 Fall	88%	59%
2022 Spring	0%	60%
All Selections	53%	59%



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 coursework. 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-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 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

2022-2023 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
2022-2023 Elementary Education/ESOL/Reading K-6	37	75%	25%
2022-2023 Biology 6-12	2	0%	100%

2022-2023 English/ESOL 6-12	2	50%	50%
2022-2023 Mathematics 6-12	2	0%	100%
2022-2023 Physical Education K-12	2	50%	50%
2022-2023 Social Science 6-12	5	0%	100%

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

Year 0	\$	47,500.00
Year 1	\$	47,500.00
Year 2	\$	47,500.00
Year 3	\$	47,500.00
Year 4	\$	47,500.00
Year 5	\$	47,500.00
Year 6	\$	47,500.00

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.