Department of Education CAEP Accountability Measures
Undergraduate Programs
2021-2022

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 complied 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.
- Danielson Evaluation — a proprietary 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 2022 Annual Program Performance Report (APPR) included files containing records for three years which included the academic years 2016-2017, 2017-2018, and 2018-2019 for program completers employed in an in-field instructional position in 2019-2020. One file listed all of the program completers by their program regardless of whether they were included in the Value Added Model (VAM) analysis or not. A second file contained data on students who were included in the VAM analysis and was presented as aggregate data from the state, as well as individual student data for those that were included in the VAM analysis.

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:

Please note: The EPP was notified by the FDOE that this year the final APPR metrics utilize either 2018-2019 or 2020-2021 VAM data. For this reason, they did not generate a statewide VAM data file since it would not utilize a singular VAM data set. Next year, they will resume with the 2020-2021 VAM data.

All Majors	UT Number	UT Average VAM Score	ITP Number (State)	ITP Average VAM Score (State)
2019-2020 (score results from 2018-2019)				
Reading	13	0.2095	2781	-.030
Math	6	0.2435	1845	-.062
2018-2019 (score results from 2017-2018)				
Reading	14	.1016	2781	-.030
Math	7	-.109	1845	-.062
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

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 which 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 2015-2016, 2016-2017, and 2017-2018 program completers employed in an in-field instructional position in 2018-2019. The statewide average of student learning growth results by subgroups for 2015-2016, 2016-2017, and 2017-2018 program completers from comparable programs (i.e., Reading, Math, or Elementary Education) employed in an in-field instructional position in 2018-2019 is found in the state columns.

2022 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	52%	52%	55%	49%	48%	52%	54%	56%	--	49%	55%	51%	64%	52%	75%	51%
Elementary Education K-6	62%	53%	56%	48%	63%	52%	71%	58%	--	50%	46%	50%	70%	52%	69%	51%

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 2022 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 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018-2019	Teacher Evaluation Percentages for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018- 2019
Highly Effective	0	0%
Effective	4	67%
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 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018-2019	Teacher Evaluation Percentages for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018- 2019
Highly Effective	11	52%
Effective	10	48%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	21 Completers Evaluated	100%

English (Bachelors)

Teacher Evaluation Categories	Evaluation Totals for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018-2019	Teacher Evaluation Percentages for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018- 2019
Highly Effective	4	67%
Effective	2	33%
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 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018-2019	Teacher Evaluation Percentages for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018- 2019
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%

PE K-12 (Bachelors)

Teacher Evaluation Categories	Evaluation Totals for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018-2019	Teacher Evaluation Percentages for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018- 2019
Highly Effective	3	100%
Effective	0	0%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	3 Completers Evaluated	100%

Social Science (Bachelors)

Teacher Evaluation Categories	Evaluation Totals for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018-2019	Teacher Evaluation Percentages for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018- 2019
Highly Effective	0	0%
Effective	4	100%
Needs Improvement	0	0%
3 Years-Developing	0	0%
Unsatisfactory	0	0%
Total Number Evaluated	4 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 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 2021-2022
For 2018-2019, 2019-2020, 2020-2021 Completers
RESULTS

Seventy-nine (79) 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 2021. The return rate to date is N= 13/79 in the sample for a 16% 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.

Category One: Personal Information

Graduation Date: Fall 2018 – Spring 2021

Years Teaching
- 3 Completers were 1st year teachers
- 5 Completers were 2nd year completers
- 5 Completers were 3rd year completers

Gender
- 1 Male Completer
- 12 Female Completers

Race/Ethnicity.
- 10 White Completers
- 3 Black Completers

Grade level(s) taught
- 11 Elementary Completers
- 2 Secondary Completers

Category Two: Teacher Preparation Program

Directions: The Department of Education is trying to measure the degree to which you think you are able to demonstrate knowledge of 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.

Competency/Trait/Behavior	**1**	**2**	**3**	**4**
Learner Development and Differences				
Has rapport with students.			15.4%	84.6%
Has evidence of social emotional learning in the classroom.	7.7%		30.8%	61.5%
Has knowledge of students.			23.1%	76.9%
Management/Learning Environments				
Has high expectations for all learners.			15.4%	84.6%
Treats students with respect and care.			7.7%	92.3%
Incorporates active learning strategies.			23.1%	76.9%
Content Knowledge				
Explanations are clear, correct and appropriate.			15.4%	84.6%
Knowledge is approached from all levels.			46.2%	61.5%
Clear success criteria is communicated.			23.1%	76.9%
Application of Content				
Applies content to real world.		7.7%	30.8%	61.5%
Scaffolds students from lower order thinking to higher order thinking.		7.7%	7.7%	84.6%
Assessment				
Is able to understand test data and implement remediation.			15.4%	84.6%
Informs instructional decisions using data.			30.8%	69.2%
Uses multiple modes of assessment.			23.1%	76.9%
Applies technology to organize and integrate instruction.		7.7%	30.8%	61.5%
Planning for Instruction				
Creates lesson plans.			7.7%	92.3%
Aligns lessons with standards.			15.4%	84.6%
Uses backward planning.		7.7%	30.8%	61.5%
Instructional Strategies				
Uses engaging questioning and discussion.		7.7%	15.4%	76.9%
Uses targeted and varied strategies.			15.4%	84.6%
Uses student led learning.			53.8%	53.8%
Engages in culturally and linguistically responsive practices.		7.7%	30.8%	61.5%
Uses technology that engages students and advances learning.		7.7%	30.8%	61.5%
Professional Learning and Ethical Practices				
Seeks opportunities to grow.			7.7%	92.3%
Is organized.			7.7%	92.3%
Seeks help when needed.				100%
Leadership and Collaboration				
Provides or accepts collegial mentorship.			15.4%	84.6%
Takes initiative in solving problems.			7.7%	92.3%

Reflects about teaching.				100%

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

Reading				
Incorporate reading strategies in instructional planning in various subject areas.			30.8%	69.2%
Integrate reading activities in other curricular areas.			23.1%	76.9%
Use individual reading assessments to improve student academic performance.			38.5%	61.5%
Demonstrate knowledge of evidence-based, developmentally appropriate reading strategies.			30.8%	69.2%

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

Florida Assessment				
Prepare students for taking the Florida Assessment by using the state standards to guide instruction.			15.4%	84.6%
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.		7.7%	15.4%	76.9%
Monitor student performance on core benchmarks throughout the year (using checklists, rubrics, questions, teacher observation, and other forms of assessment).			23.1%	76.9%
Provide students with strategies to improve test-taking skills.			23.1%	76.9%
Collaborate with colleagues and administrators to improve student achievement on the Florida Assessment.			15.4%	84.6%

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

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.			46.2%	53.8%

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

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.		23.1%	38.5%	38.5%
Incorporate ESOL strategies in instructional planning in various subject areas		7.7%	38.5%	53.8%
Demonstrate knowledge of evidence-based, developmentally appropriate ESOL strategies.		15.4%	30.8%	53.8%

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?
61.5% Contract Signed
30.8% Contract Expected
7.7% 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:
7.7% Low salary
7.7% moved into administration

3. Overall, how effective do you feel as a teacher?
53.8% Very Effective
30.8% Effective
15.4% 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?
61.5% Very Effective
30.8% Effective
7.7% 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?
46.2% Very Effective
53.8% Effective
_____Not Very Effective
_____Ineffective

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

- Classroom management
- Classroom experience
- Practicums
- Being provided with professors who were knowledgeable on the content being taught and the community they built within their classes. Also, the multiple internship opportunities and debriefing about those experiences in the classroom at UT.
- Practicum experience
- Hands on experiences, professors were administrators in district
- Management Class - every class by Dr. Franco and Dr. O'Hara. I learned the most from their classes and about myself as a teacher.
- Implementing the information I was able to learn in class.
- My student teaching and my curriculum design in secondary curriculum. The unit plans helped me develop the skills I needed to plan multiple days at a time.

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.

- Classroom management needs heavier emphasis
- No, but additional behavior management courses would've been helpful
- Social Emotional Learning Strategies & MTSS RTI sample packets
- Working in title 1 schools and strategies for extreme behavior, trauma impacted students, how to run a science lab with appropriate lab safety, PLC strategies for those who wish to be teacher leaders
- practicums need to be longer and at the beginning of each year
- There needs to be more math instruction preparation.
- Lesson planning using district resources
- 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.

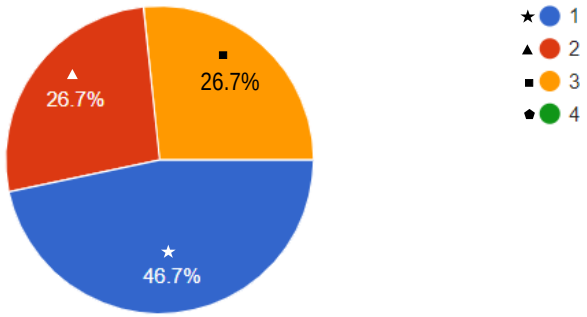
Employer Satisfaction Survey 2021-2022 Undergraduate Programs
For 2018-2019, 2019-2020, 2020-2021 Completers

Seventy-nine (79) 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 2021. The return rate was N= 15/79 in the sample for a 18.9% return rate. A good response for external surveys is 10%-15% return rate.

Employer Satisfaction Survey
Undergraduate Programs 2021-2022

Response rate: 15/79 (18.9%) responses in total

Please indicate which year of teaching is being evaluated. End of Year 1: 46.7%; End of Year 2: 26.7%; End of Year 3: 26.7%



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		53.3%	46.7%	

processes and applies appropriate measures to improve students' reading and computational performance.				
Teaching Behaviors	**Unacceptable 1**	**Acceptable 2**	**Exemplary 3**	**Comments**
Uses and integrates appropriate technology in teaching and learning processes.		40%	60%	
Demonstrates knowledge and understanding of the Florida State Standards.		60%	40%	
Teaches to diverse needs.		53.3%	46.7%	

Part Two

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

1= very limited ability to demonstrate
2= limited ability to demonstrate
3= able to demonstrate
4= very able to demonstrate

Competency/Trait/Behavior	**1**	**2**	**3**	**4**
Learner Development and Differences				
Has rapport with students.			20%	80%
Has evidence of social emotional learning in the classroom.		6.7%	40%	53.3%
Has knowledge of students.		6.6%	46.7%	46.7%
Management/Learning Environments				
Has high expectations for all learners.		6.7%	33.3%	60%
Treats students with respect and care.		6.7%	20%	73.3%
Incorporates active learning strategies.		6.7%	53.3%	40%
Content Knowledge				
Explanations are clear, correct and appropriate.			66.7%	33.3%
Knowledge is approached from all levels.			66.7%	33.3%
Clear success criteria is communicated.			66.7%	33.3%
Application of Content				
Applies content to real world.		6.7%	60%	33.3%
Scaffolds students from lower order thinking to higher order thinking.		13.3%	46.7%	40%

Assessment				
Is able to understand test data and implement remediation.		6.6%	46.7%	46.7%
Informs instructional decisions using data.		6.6%	46.7%	46.7%
Uses multiple modes of assessment.			73.3%	26.7%
Applies technology to organize and integrate instruction.		6.6%	46.7%	46.7%
Planning for Instruction				
Creates lesson plans.		6.6%	46.7%	46.7%
Aligns lessons with standards.			60%	40%
Uses backward planning.		6.6%	66.7%	26.7%
Instructional Strategies				
Uses engaging questioning and discussion.		6.7%	60%	33.3%
Uses targeted and varied strategies.		6.7%	60%	33.3%
Uses student led learning.		6.6%	66.7%	26.7%
Engages in culturally and linguistically responsive practices.		13.3%	46.7%	40%
Uses technology that engages students and advances learning.		13.3%	46.7%	40%
Professional Learning and Ethical Practices				
Seeks opportunities to grow.	6.7%		33.3%	60%
Is organized.		6.7%	33.3%	60%
Seeks help when needed.		6.7%	33.3%	60%
Leadership and Collaboration				
Provides or accepts collegial mentorship.		6.7%	33.3%	60%
Takes initiative in solving problems.		6.6%	46.7%	46.7%
Reflects about teaching.		6.6%	46.7%	46.7%

Stakeholder Feedback Survey

Stakeholder Feedback Results 2021-2022

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 7/14 members of the Teacher Education Advisory Committee (50% response rate) and sent to the Director of Educator Preparation Programs shortly after the annual meeting.

Stakeholder Feedback Results
2022
Teacher Education Advisory Committee

Please check all that apply:

_____Current UT Education Undergraduate
_____Graduate of UT Undergraduate Program
__3___University Supervisor
_____Elementary Classroom Teacher
__2___Elementary School Administrator
__1__County Administrator
_____Practicum III Final Intern
_____Practicum I Candidate
__3___Other, please specify: Full-time faculty

_____Current UT Education Graduate Student
____Graduate of UT Education Graduate Program
___1__Secondary Classroom Teacher
_____Secondary School Administrator
____Cooperating Teacher Working with Intern
_____Practicum II Candidate
__4___Adjunct Professor
_____College Dean

Number responding: 7/14
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.

- Let's set a meeting. So much info to share (BH, New Teacher Academy/FFEA Pasco County).
- I think you are on top of it! You have identified the need to recruit, diversify, and retain preservice teachers and provided practical solutions for addressing these issues.
- The UT Elementary Ed program continues to deliver highly qualified candidates for hiring! Please continue to build and expand this program and we are always in need of top notch teachers! We love the partnership UT has with HCPS and hosting interns on site is a valuable experience for my school, teachers and students!
- Hillsborough County Schools is in the process of revamping the evaluation system. The Danielson rubric has been streamlined to a concise format with revisions for more quality feedback and greater student impact. Ideally, this new format could be incorporated into the coursework as UT students prepare for their internships.

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:

- NA

Areas where I felt I need further preparation/training:

- NA

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:

- Our UT interns and graduates are always well prepared in the areas of instructional content and planning. They have strong content knowledge and great practicum experiences that make them excellent teaching candidates! Thank you for preparing them so well!
- The UT practicum students in my building this year showed strength in data-driven instruction while applying ELL strategies.

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

- Classroom management and procedures- this is typically where our 1st and 2nd year teachers struggle the most, so helping them build their repertoire of strategies and tools to use with both whole group instruction as well as Tier 2 and 3 behaviors would strengthen them in preparation for teaching on their own.
- As a principal, I hosted multiple interns from various programs and I have hired many teachers. Overall, UT students are standouts with skill set and professionalism. Brain trauma and mental health issues are on the rise; therefore, candidates would benefit from more tools with restorative practices.

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:

- Clinical experiences, faculty interaction with students, comprehensive nature of the teacher education coursework taught
- One of the strongest programs in the area; a UT graduate stands out!!

- Content and pedagogy! Practicums give them a variety of experiences.
- Lesson planning, technology, education theory
- It is evident there are higher expectations in place compared to other programs. Policies with deadlines, attendance, and disposition command a strong sense of professionalism.

Improvements needed:

- FTCE preparation, work/life balance, and promoting the resiliency necessary to be an effective educator in the post-COVID school environment.
- None! It is a great program!
- Classroom management
- As a principal and adjunct professor, I have noticed candidates/students often express anxiety when addressing parents. In both roles, I provide support and resources in this area. In the past, I have provided professional development in conferencing for Hillsborough County and I incorporate my knowledge of culturally responsive conferencing in my diversity class. As a result of this experience, I am willing to assist in any future seminars or parent conferencing simulations.

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

- You are doing a great job facilitating opportunities for all stakeholders to meet and share ideas.
- Recruit, Recruit, Recruit the high schools students who have had significant practicum experience. Strong High School programs should be growing AND WEEDING. If we do our job of allowing students to experience teaching and decide if it is the right fit then university programs are already getting the strongest candidates out there. Our Academy Completers should have 250 hours of hands-on experience. They KNOW if teaching is a good fit or not and then universities just build deeper knowledge and develop stronger candidates. Win-Win!
- I think that UT has a great Department of Education that graduates candidates ready to take on the challenges of teaching!
- As a recently retired principal, I have more time to dedicate to my position as an adjunct professor and committee member of TEAC and Ed Leadership Advisory. I am willing to work with UT in any other capacity that may come available.

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

- YES...GO TO THE AREAS THAT HAVE THE STUDENTS. MALES AND MALES OF COLOR - RECRUIT IN YOUR SPORTS PROGRAMS. STEM STUDENTS - RECRUIT YOUR AP STUDENTS. ESOL - RECRUIT THE STRONGEST ELL LEARNERS YOU HAVE!!
- Mentoring programs at the HS level, local scholarships from Tampa for Tampa.
- Have our interns do "open houses" at Title One Schools to interest and inform students about the wonderful program at UT.
- Although I am not aware of the initiatives that are currently in place, may I suggest recruiting events at diverse high schools. If more staff is needed, I will utilize my contacts and volunteer. (Debbie Fitzpatrick)

Members were asked to work in breakout groups to address one of the Department's biggest challenges - Our challenge: Recruiting Diverse Populations into our Teacher Preparation Programs

Teacher Education Advisory Council
May 5, 2022
Meeting held via Zoom
Meeting Notes from Break-Out Rooms

TEAC 2022 Breakout group feedback

Group One:

- UT EDU should have a larger presence at the FFEA conference which occurs on the last Saturday in January

each year. Perhaps we should sponsor the conference and encourage more faculty/ students to attend.

- MH should visit BH's program to determine the best way to establish a similar program at his school. My thought was that perhaps we could reach out to administrators in HCPS high schools with diverse populations and see if we can get a group together who would like to visit and "host" a field trip.
- Going to those who work directly with the students we wish to reach- specifically contacting football coaches, AP coordinators, etc.
- Targeting all minorities, including males, males of color, students with physical limitations/disabilities, and students who are passionate about STEM.

Group Two:

High school-university district pipeline already exists. We simply need to tap into it.

- FAMU, HCCC- there is a definite pathway. There is a pathway we can already pursue.
- We would need to meet with the district's curriculum and Instruction department and one that hires dual enrollment.
- FFEA is extracurricular, based on student interests, principal.
- This pipeline and an FFEA chapter can be beneficial and of interest to different student populations.

FFEA- what this would look like:

- Education students would be sponsors within a high school club.
- The chapter would connect UT to students across high schools.
- Communication Recommendation: UT needs to focus on informing the community that it is not a Northeastern, private school for the wealthy.
- Misconceptions: private, out-of-reach, a "country club school." Majority of diverse students don't picture themselves here.

Group Three:

- FFEA- Try to get more clubs in the high schools and go to partnering elementary schools. EDU students could go into schools to discuss the program. Have "teach for the day". You can give high school students volunteer hours. ***Secondary Ed. interns can organize a designated meeting time (like an open house) at schools to talk to students who might be interested in teaching.
- Pipeline ideas-emphasize mentoring for first year teachers.
- As far as legislative bills, we need to have a bigger voice….maybe teachers from various districts can come together with all universities from across the state.

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)
- Danielson Evaluation

State Licensure Exams

<u>Ability of Completers to Meet Licensing (Certification) and any Additional State Requirements</u>

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)

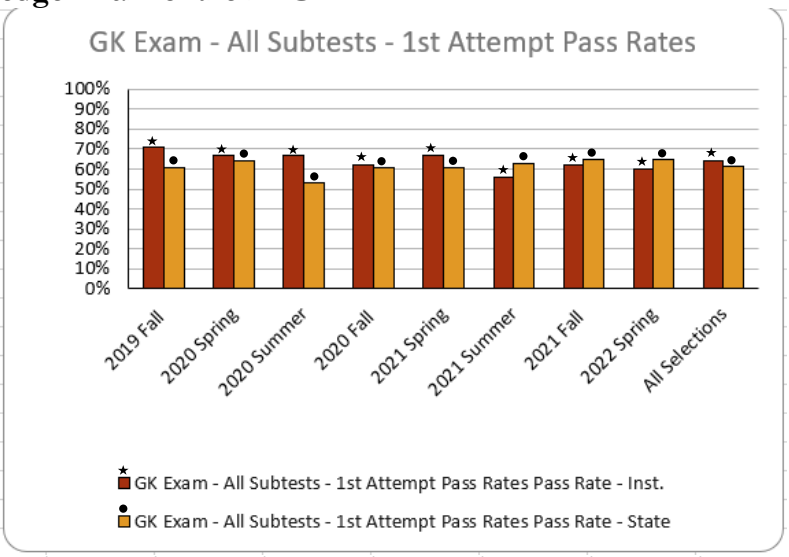
FTCE Score Results
Fall 2019-Spring 2022

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

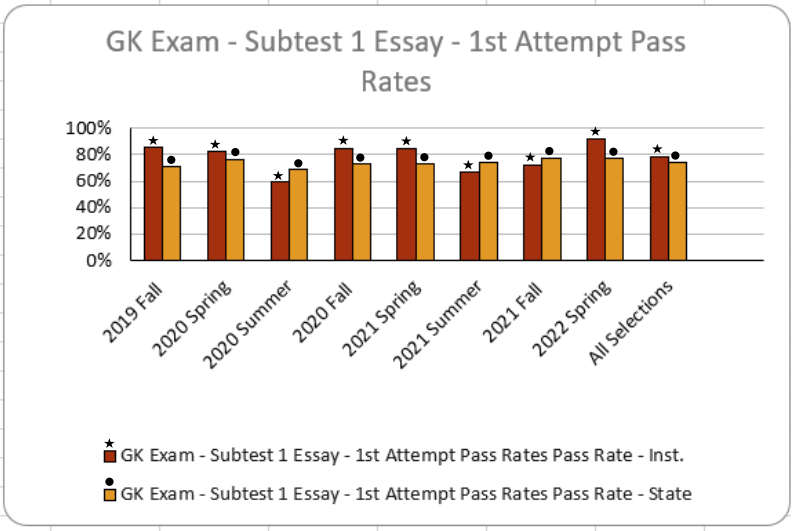
GK Exam - All Subtests - 1st Attempt Pass Rates

Program Year	Pass Rate -	Pass Rate - State
2019 Fall	71%	61%
2020 Spring	67%	64%
2020 Summer	67%	53%
2020 Fall	62%	61%
2021 Spring	67%	61%
2021 Summer	56%	63%
2021 Fall	62%	65%
2022 Spring	60%	65%
All Selections	**64%**	**62%**



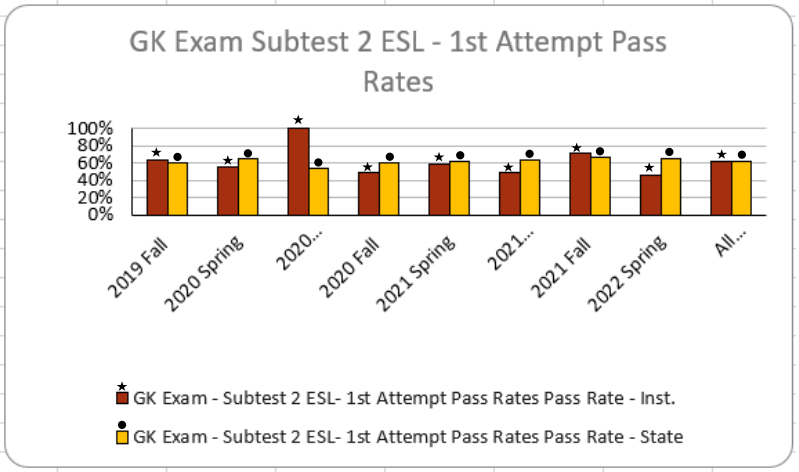
GK Exam - Subtest 1 Essay - 1st Attempt Pass Rates

Program Year	Pass Rate -	Pass Rate - State
2019 Fall	86%	71%
2020 Spring	83%	76%
2020 Summer	60%	69%
2020 Fall	85%	73%
2021 Spring	85%	73%
2021 Summer	67%	74%
2021 Fall	72%	77%
2022 Spring	92%	77%
All Selections	**79%**	**74%**



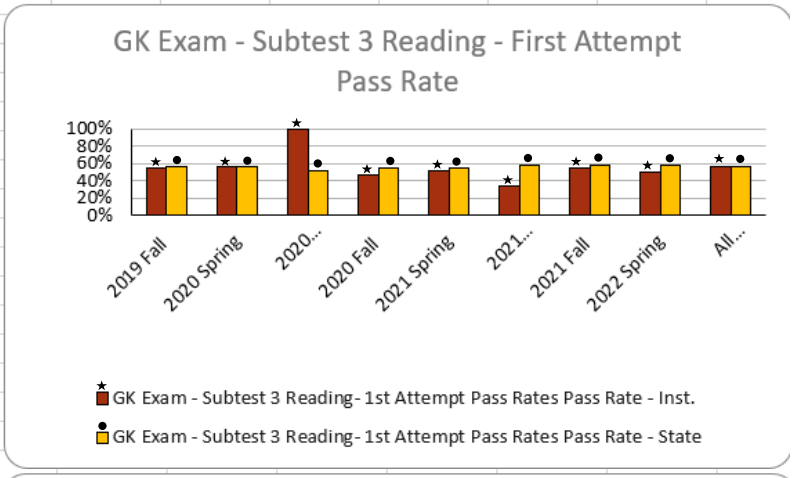
GK Exam - Subtest 2 ESL- 1st Attempt Pass Rates

Program Year	Pass Rate -	Pass Rate - State
2019 Fall	64%	60%
2020 Spring	56%	65%
2020 Summer	100%	54%
2020 Fall	50%	60%
2021 Spring	59%	62%
2021 Summer	50%	64%
2021 Fall	72%	67%
2022 Spring	46%	65%
All Selections	**62%**	**62%**



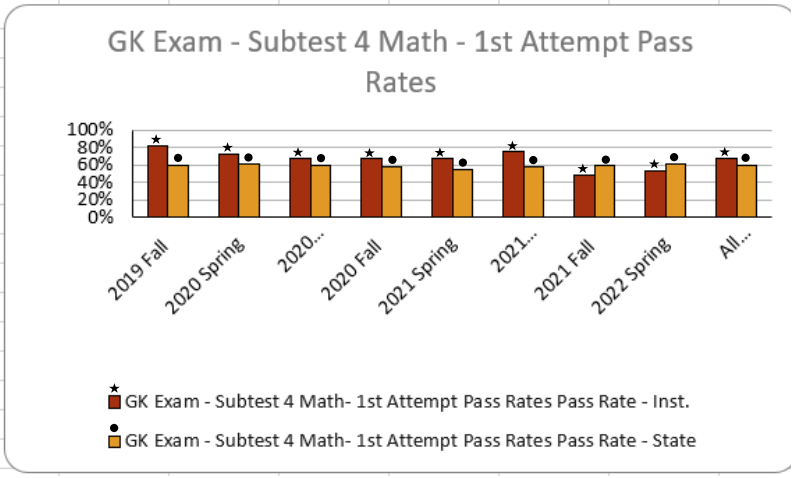
GK Exam - Subtest 3 Reading- 1st Attempt Pass Rates

Program Year	Pass Rate -	Pass Rate - State
2019 Fall	54%	56%
2020 Spring	56%	56%
2020 Summer	100%	51%
2020 Fall	46%	55%
2021 Spring	51%	55%
2021 Summer	33%	57%
2021 Fall	55%	57%
2022 Spring	49%	58%
All Selections	**56%**	**56%**



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

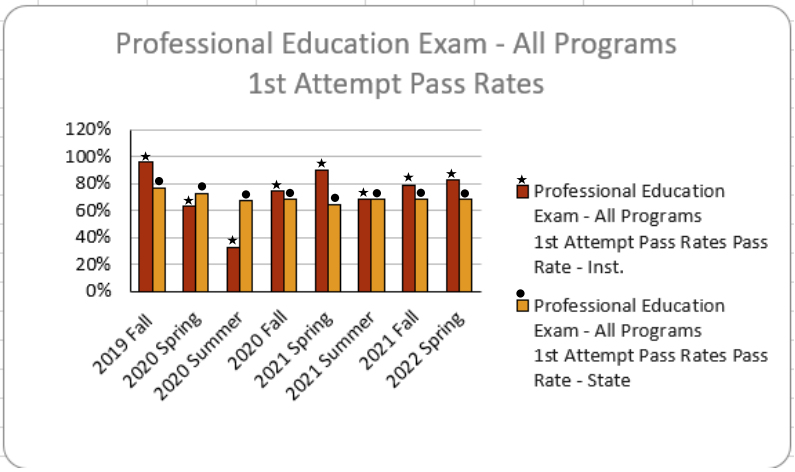
Program Year	Pass Rate -	Pass Rate - State
2019 Fall	82%	59%
2020 Spring	72%	61%
2020 Summer	68%	60%
2020 Fall	68%	57%
2021 Spring	68%	55%
2021 Summer	75%	58%
2021 Fall	48%	60%
2022 Spring	53%	61%
All Selections	**67%**	**59%**



Standard 2 Quality of Content Knowledge and Teaching Method
Professional Education Exam of the FTCE

Professional Education Exam - All Programs

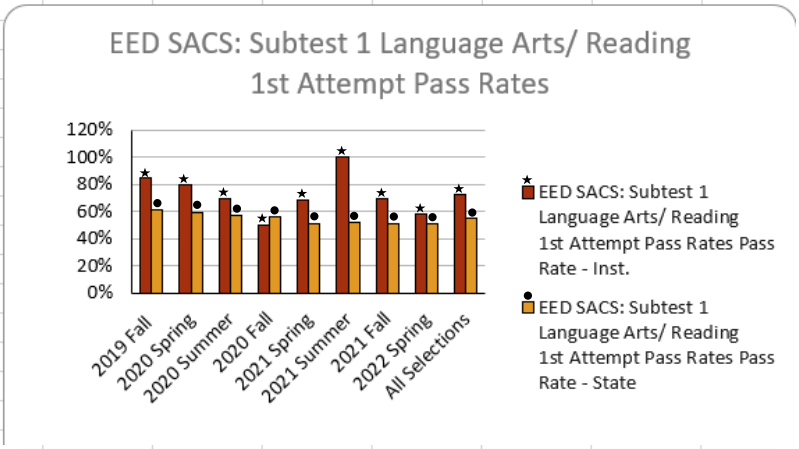
Program Year	Pass Rate - Inst.	Pass Rate - State
2019 Fall	96%	77%
2020 Spring	63%	73%
2020 Summer	33%	67%
2020 Fall	75%	68%
2021 Spring	90%	64%
2021 Summer	69%	69%
2021 Fall	79%	68%
2022 Spring	83%	69%
All Selections	**74%**	**69%**



Subject Area Exam of the FTCE
Elementary Education

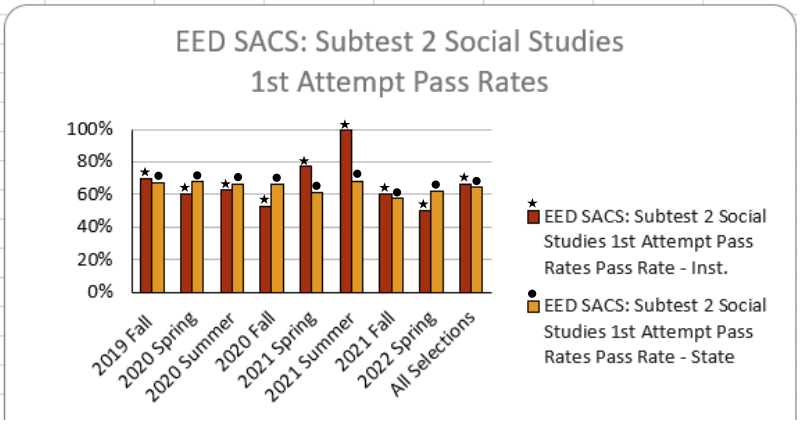
EED SACS: Subtest 1 Language Arts/ Reading

Program Year	Pass Rate - Inst.	Pass Rate - State
2019 Fall	85%	61%
2020 Spring	80%	59%
2020 Summer	70%	57%
2020 Fall	50%	56%
2021 Spring	69%	51%
2021 Summer	100%	52%
2021 Fall	70%	51%
2022 Spring	58%	51%
All Selections	**73%**	**55%**



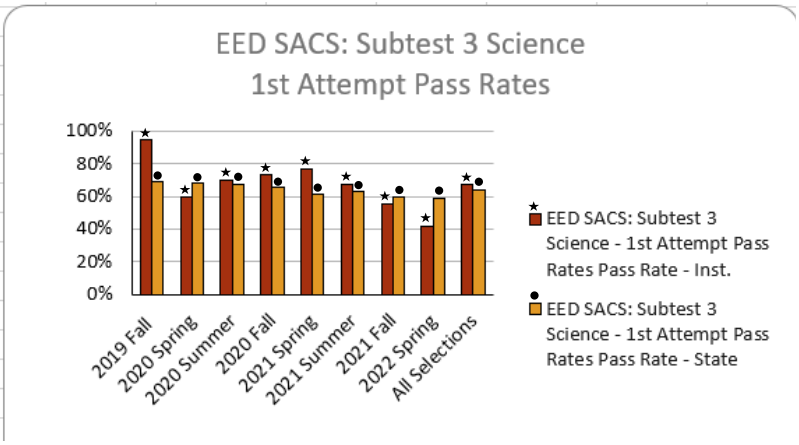
EED SACS: Subtest 2 Social Studies 1st Attempt

Program Year	Pass Rate - Inst.	Pass Rate - State
2019 Fall	70%	67%
2020 Spring	60%	68%
2020 Summer	63%	66%
2020 Fall	53%	66%
2021 Spring	77%	61%
2021 Summer	100%	68%
2021 Fall	60%	58%
2022 Spring	50%	62%
All Selections	**67%**	**65%**

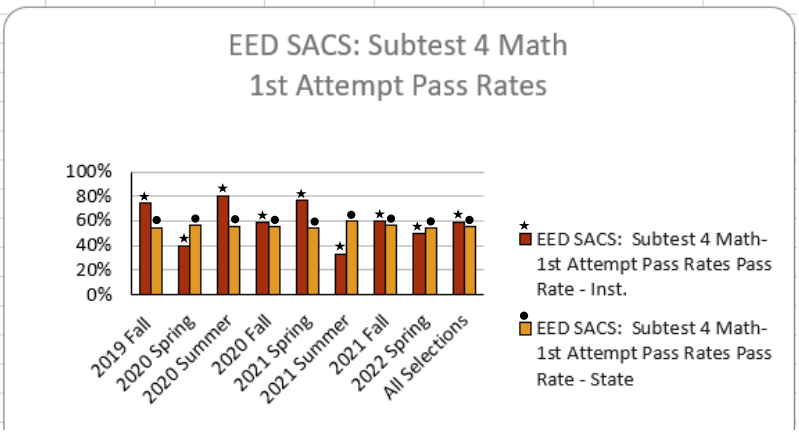


EED SACS: Subtest 3 Science - 1st Attempt Pass

Program Year	Pass Rate - Inst.	Pass Rate - State
2019 Fall	95%	69%
2020 Spring	60%	68%
2020 Summer	70%	67%
2020 Fall	73%	66%
2021 Spring	77%	61%
2021 Summer	67%	63%
2021 Fall	55%	60%
2022 Spring	42%	59%
All Selections	**67%**	**64%**



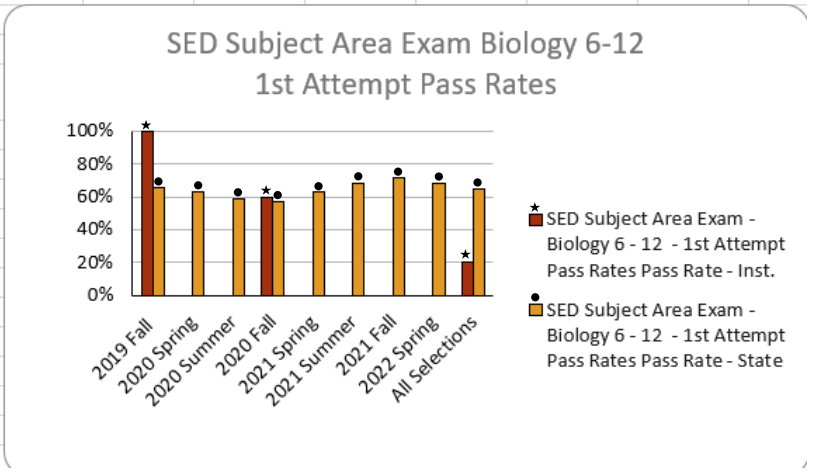
EED SACS: Subtest 4 Math- 1st Attempt Pass Rates		
Program Year	**Pass Rate - Inst.**	**Pass Rate - State**
2019 Fall	75%	54%
2020 Spring	40%	57%
2020 Summer	80%	55%
2020 Fall	59%	55%
2021 Spring	77%	54%
2021 Summer	33%	60%
2021 Fall	60%	57%
2022 Spring	50%	54%
All Selections	**59%**	**56%**



Subject Area Exam of the FTCE

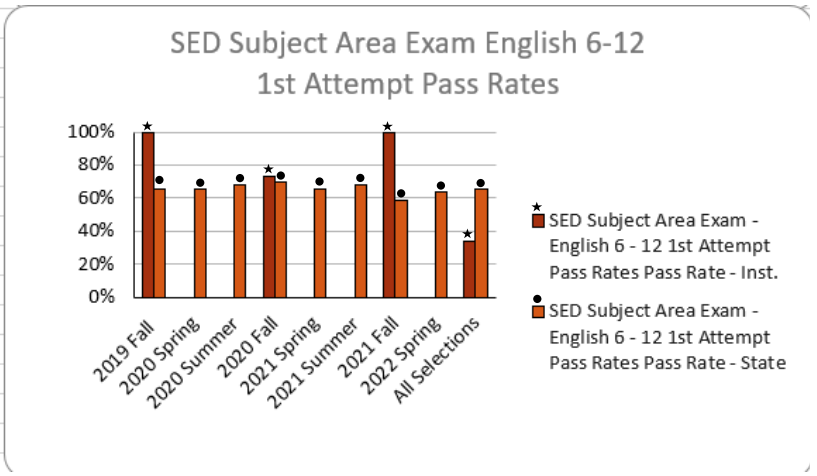
Biology Education

SED Subject Area Exam - Biology 6 - 12 - 1st		
Program Year	**Pass Rate -**	**Pass Rate - State**
2019 Fall	100%	66%
2020 Spring	0%	63%
2020 Summer	0%	59%
2020 Fall	60%	57%
2021 Spring	0%	63%
2021 Summer	0%	68%
2021 Fall	0%	72%
2022 Spring	0%	68%
All Selections	**20%**	**65%**



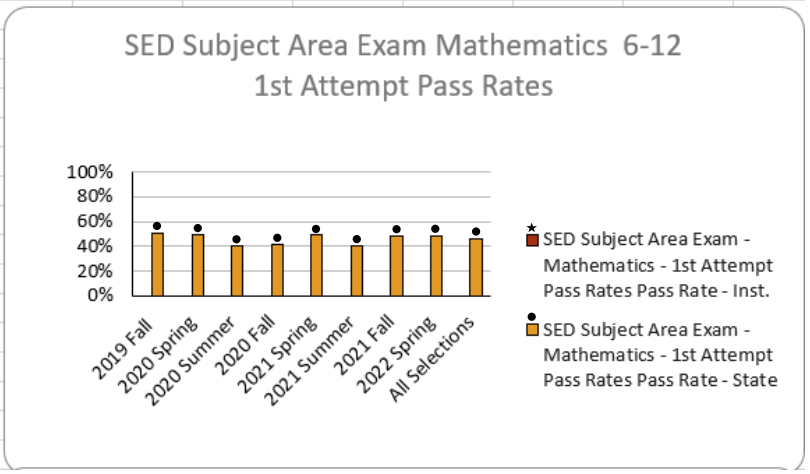
English Education

SED Subject Area Exam - English 6 - 12 1st Attempt		
Program Year	**Pass Rate -**	**Pass Rate - State**
2019 Fall	100%	65%
2020 Spring	0%	65%
2020 Summer	0%	68%
2020 Fall	73%	70%
2021 Spring	0%	65%
2021 Summer	0%	68%
2021 Fall	100%	59%
2022 Spring	0%	64%
All Selections	**34%**	**66%**



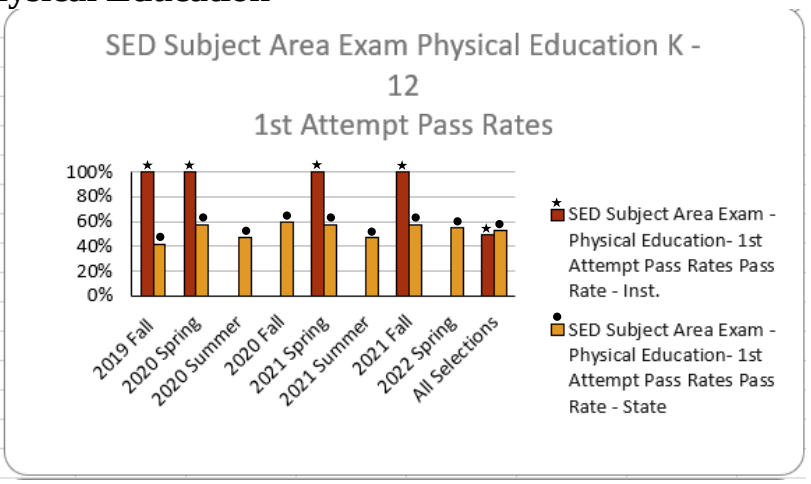
Mathematics Education

SED Subject Area Exam - Mathematics - 1st Attempt		
Program Year	**Pass Rate -**	**Pass Rate - State**
2019 Fall	0%	51%
2020 Spring	0%	49%
2020 Summer	0%	40%
2020 Fall	0%	42%
2021 Spring	0%	49%
2021 Summer	0%	40%
2021 Fall	0%	48%
2022 Spring	0%	48%
All Selections	**0%**	**46%**



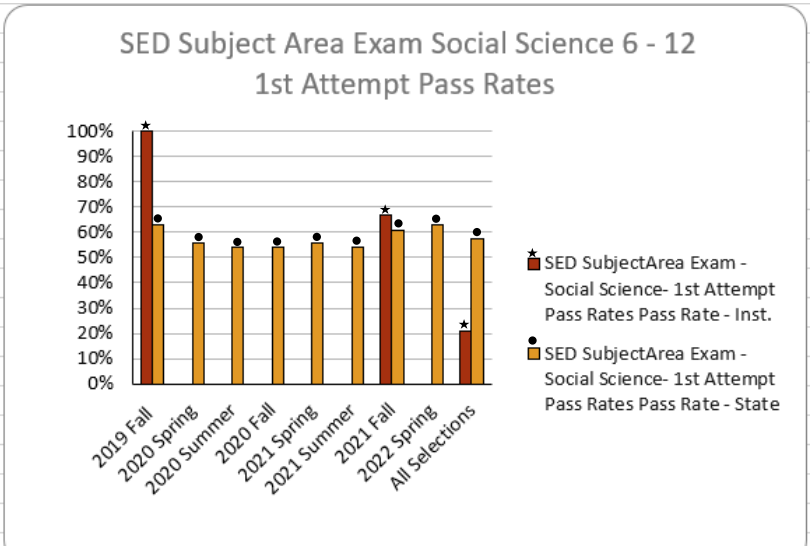
Physical Education

SED Subject Area Exam - Physical Education- 1st		
Program Year	**Pass Rate -**	**Pass Rate - State**
2019 Fall	100%	41%
2020 Spring	100%	57%
2020 Summer	0%	47%
2020 Fall	0%	60%
2021 Spring	100%	57%
2021 Summer	0%	47%
2021 Fall	100%	57%
2022 Spring	0%	55%
All Selections	**50%**	**53%**



Social Science Education

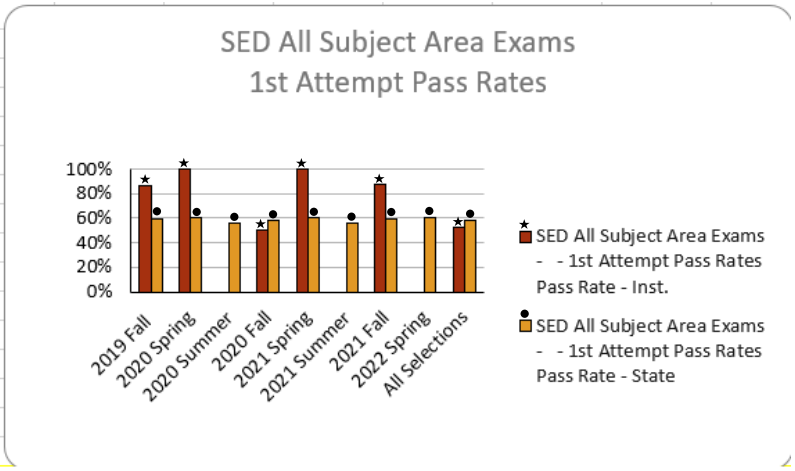
SED SubjectArea Exam - Social Science- 1st Attempt		
Program Year	**Pass Rate -**	**Pass Rate - State**
2019 Fall	100%	63%
2020 Spring	0%	56%
2020 Summer	0%	54%
2020 Fall	0%	54%
2021 Spring	0%	56%
2021 Summer	0%	54%
2021 Fall	67%	61%
2022 Spring	0%	63%
All Selections	**21%**	**58%**



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 incoursework. The sequence is reported as part of the assessment system.

There are four (4) checkpoints built into the management system for undergraduate programs. A brief synopsisis 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 Danielson 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 then work on a remediation plan as documented in the Candidate Intervention/Remediation Plan form; paperwork is filed in departmental studentfile and a copy is sent to the education advisor
- Candidates needing remediation enrolls in EDU 380 Professional Development Clinical and works one-onone with departmental faculty for remediation the next semester
- If student does not pass the FTCE Professional exam by the end of J2 semester, the student receives an Incomplete grade in EDU 312 / or EDU 354 (if Secondary) and enrolls the next semester in EDU 380 to work with a professor to pass the Professional exam. When the exam is passed, the original letter grade earned in EDU 312/354 is awarded (otherwise the Incomplete turns into a Fail grade).

Check Point Three

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

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

Data Assessed: by ARD: - Practicum III Danielson
- 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 Danielson 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 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 Danielson 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 a 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.

Danielson Evaluation

The Danielson Evaluation is a proprietary 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

2021-2022 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
2021-2022 Elementary Education/ESOL/Reading K-6	29	89%	11%
2021-2022 Biology 6-12	0	n/a	n/a
2021-2022 English/ESOL 6-12	1	100%	0
2021-2022 Mathematics 6-12	0	n/a	n/a
2021-2022 Physical Education K-12	2	100%	0
2021-2022 Social Science 6-12	4	50%	50%

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

Year 0	$	46, 901.00
Year 1	$	46, 901.00
Year 2	$	46, 901.00
Year 3	$	46, 901.00
Year 4	$	46, 901.00
Year 5	$	46, 901.00
Year 6	$	46, 901.00

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.