Section 1. AIMS Profile
After reviewing and/or updating the Educator Preparation Provider’s (EPP’s) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Contact person</td>
<td></td>
<td></td>
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<tr>
<td>1.1.2 EPP characteristics</td>
<td></td>
<td></td>
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<tr>
<td>1.1.3 Program listings</td>
<td></td>
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</tbody>
</table>

Section 2. Program Completers
2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 777

*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.
Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes
Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.
Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Assessment Pass Rates & GPAs:

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Section 7. Accreditation Pathway

Continuous Improvement. Summarize progress toward target level performance on the standard(s) selected.

The Educator Professional Preparation Unit (EPP) offers three types of programs: initial teacher preparation, advanced level preparation, and one alternative route to initial teacher certification. In order to comply with the guidelines set forth in the 2016 CAEP EPP Annual Report Technical Guide, the EPP will present information as it relates to attaining and/or sustaining target level performance as articulated in NCATE Standard 2.

Continuous improvement efforts related to Standard 2a Assessment System are multifaceted. All initial educator preparation programs align the curriculum directly to the Florida Uniform Core Curriculum the Florida Educator Accomplished Practices (FEAPS), Florida Subject Area Competencies and Skills, and the Professional Education Competencies and Skills (PECS). This alignment is evident through the content included in the coursework and in field experiences assigned to each candidate. Candidates are assessed on the indicators throughout their program of study: through assignments in coursework, in field experiences, mastery evaluations, and on the Florida Teacher Certification Examinations.

Although there haven’t been substantive changes to the overall assessment system, modifications to instruments are made in order to maintain relevancy with state and national standards as well as performance objectives. During the 2014-2015 academic year, the EPP adopted a new way of assessing candidate performance during the candidates’ fieldwork. As such, the EPP adopted a method of evaluating performance that directly aligns to the teacher evaluation models currently used within the state of Florida. Specifically, the EPP implemented a summative evaluation of candidate performance that occurs during the candidate’s final culminating field experience. Furthermore, the EPP developed an instrument that is used to assess initial teacher preparation candidates’ performance during their first and second field experiences. The instrument was designed to measure candidates’ application of the elements of both the Charlotte Danielson and Robert Marzano models of teacher evaluation in addition to the FEAPS. All of the above mentioned instruments will be piloted during the fall 2015 and spring of 2016 at which time the data will be evaluated for evidence of validity and reliability. Full implementation of these instruments for use in program evaluation will begin in the fall of 2016. The pilot data will be reviewed during the annual data retreat which is held each May.

In addition to the creation and implementation of instruments to assess candidates’ performance in their fieldwork, the model of assessment also includes a self-reflection by the candidate, an assessment by the mentor/supervising classroom teacher, and an assessment by a university instructor. The same assessment will be completed at various times throughout the candidate’s program allowing the EPP to triangulate data from multiple experiences throughout the candidate’s program of study.

In all initial preparation programs, candidates create an individualized plan (professional development plan and/or individual candidate education plan). This plan is developed early in the program and improvement on this plan is monitored throughout the candidate’s progress toward program completion. At specific times in the candidate’s program, feedback on his/her individualized plan is provided to the candidate by a faculty member assigned to that particular candidate (Field Experience II instructor, advisor, etc.).

Continuous improvement efforts related to Standard 2b have focused on faculty capacity for analyzing data, faculty involvement in the assessment process, improving the ways in which the unit summarizes and disaggregates data by program, and improving the means by which the unit communicates its findings with its stakeholders via the professional education council and the unit’s advisory groups. The EPP analyzes data from both indirect and direct measures and sources that include: current candidate performance in both coursework and in their fieldwork, performance on statewide exams, program completer data including but not limited to their first-year teacher evaluation ratings, their impact on P-12 student learning measured by value-added data, employer satisfaction survey results, and alumni survey results. Data from each of these sources are compiled, reviewed, and analyzed by multiple stakeholders (i.e., program administrators, faculty, assessment personnel, etc.) on an annual basis. Often, summary reviews occur during data retreats. These retreats provide an avenue for relevant stakeholders including faculty, staff, and administrators to review data and engage in facilitated discussions in order to identify program area strengths, weaknesses, improvement opportunities, and the need for additional data.

The EPP continues to search for stronger relationships in its evaluations - revising processes and techniques as necessary. For example, during the 2014-2015 academic year, the EPP implemented data retreats for its traditional initial preparation and advanced preparation programs. The first year of implementation focused on the faculty capacity to interpret data and make recommendations based on those data. Prior to the 2014-2015 academic year, a formal process involving few faculty members was used for programmatic improvements. Through the implementation of a newly designed organizational structure (to include the use of program administrators to help facilitate program improvements) and the annual data retreats, a larger number of faculty members are involved in the data review and systems processes. As a result of various improvements and additional faculty involvement, decisions can be made from more substantive evidence than what was previously available. Assessment data are
analyzed for evidence of both reliability and validity, both of which enhance the inferences that are made based on these data.

Section 8: Preparer's Authorization

Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.

☑️ I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.