title II
higher
education
act

2025 TITLE II REPORTS
National Teacher Preparation Data

FL

University of West Florida
Alternative, IHE-based Report AY 2023-24
Florida

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

138354

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

11000 University Parkway. Bldg. 85.

CITY

Pensacola

STATE

Florida

ZIP

32514

SALUTATION

Dr.

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	

Total number of teacher preparation programs:

1

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ○ Yes
- ● No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify: [_____]	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[_____]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[_____]

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	○ Yes	● No
Minimum GPA	● Yes	○ No	○ Yes	● No
Minimum GPA in content area coursework	○ Yes	● No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	○ Yes	● No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	● Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No

Element	Admission		Completion	
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Meet minimum written requirements as assessed using three (3) open-ended essay questions on application.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	
Number of clock hours required for student teaching	

You have programs with the teacher of record model, but "years required for teaching as the teacher of record" is 0. Please correct the data, or confirm.

☑ I confirm that there are 0 hours required

Are there programs in which candidates are the teacher of record?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	185
Years required of teaching as the teacher of record in a classroom	0

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	2
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	833
Number of students in supervised clinical experience during this academic year	833

Please provide any additional information about or descriptions of the supervised clinical experiences:

The culminating field experience takes place at the end of the 12 month program. Although students have weekly field experiences throughout the program, the culminating experience is a week of supervised teaching at the end.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

The sum of one or more categories does not equal the reported total. Please correct the data, or confirm.

☑ **Sum(s) do not equal total**

PLEASE PROVIDE AN EXPLANATION:

Data are not captured using the same demographics

2023-24 Total	
Total Number of Individuals Enrolled	585
Subset of Program Completers	189

Gender	Total Enrolled	Subset of Program Completers
Male	203	62
Female	376	125
No Gender Reported	6	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	6	2
Black or African American	76	5

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Hispanic/Latino of any race	26	6
Native Hawaiian or Other Pacific Islander	0	0
White	448	169
Two or more races	26	5
No Race/Ethnicity Reported	2	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2023-24**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Education Preparation Institute	189

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

○ Yes
● No

☐ **No teachers prepared in academic year 2023-24**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ○ Yes
   ● No
   ○ **Program does not prepare special education teachers**

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   TeacherReady supports candidates to meet these assurances as demonstrated performance in knowledge of discipline, discipline-specific practices, professional responsibilities, and student learners and learning through: (a) diverse field placement and (b) program curriculum; and (c) field placement and program curriculum assignments are aligned to the Florida Educator Accomplished Practices, Professional Education Competencies, and InTasc standards. The culminating experience (lesson 8) serves as one example that highlights how field experiences and assignments throughout the TeacherReady curriculum model continuous improvement in learning using research and evidence to measure students' progress to meet these assurances. For example, the candidate begins by assessing the knowledge of his/her students to first plan the lessons for the week, creating scaffolded instruction with learning targets, learning tasks (do) and assessments (study). At the end of each day, the candidate reflects on the day and

discusses with his/her mentor teacher, and plans again (act) for the next day based on the assessment feedback. Using this same process of Plan. Do. Study. Act. (action research), TeacherReady lesson and field experience assignments up to and including culminating engage candidates to use research and evidence to measure students' progress and adjust instruction to meet student needs. In both lesson and field experience assignments, candidates use the Student Engagement Framework along with the external expectations for learning, such as State Standards and Next Generation Science Standards to create scope and sequence for getting all students across all schools from a starting point to an expected ending point.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into Mathematics area by increasing completers by 5% over the previous year of 29. Completion in Middle Grades and /or Math 6-1 2 subject areas will total 21 students in the 2023-24 school year. This will be accomplished through reach out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Overall enrollment was down by 57% from the previous reporting year. Enrollment focused on assisting to meet the goal.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the mathematics area by increasing completers by 5% over the previous year of 21. Completion in Middle Grades and /or Math 6-12 subject areas will total 22 students in the 2024-25 school year. This will be accomplished through reaching out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the mathematics area by increasing completers by 5% over the previous year of 21. Completion in Middle Grades and /or Math 6-12 subject areas will total 22 students in the 2025-26 school year. This will be accomplished through reaching out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- ◉ Yes
- ○ No

2. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the Science area by increasing completers by 5% over the previous year of 33. Completion in Science Related subject areas (Biology, Chemistry, Physics, Earth Space Science, Middle Grades General Science) will total 35 students in the 2023-24 school year. This will be accomplished through reach out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas.

3. Did your program meet the goal?

- ○ Yes
- ◉ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Overall enrollment was down by 57% from the previous reporting year. Enrollment focused on assisting to meet the goal.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ⦿ Yes
- ◯ No

8. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the Science area by increasing completers by 5% over the previous year of 13. Completion in Science Related subject areas (Biology, Chemistry, Physics, Earth Space Science, Middle Grades General Science) will total 14 students in the 2024-25 school year. This will be accomplished through reaching out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ⦿ Yes
- ◯ No

10. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the Science area by increasing completers by 5% over the previous year of 13. Completion in Science Related subject areas (Biology, Chemistry, Physics, Earth Space Science, Middle Grades General Science) will total 14 students in the 2025-26 school year. This will be accomplished through reaching out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2023-24)

>> Review Current Year's Goal (2024-25)

>> Set Next Year's Goal (2025-26)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the Special Education area by increasing completers by 5% over the previous year of 50. Completion in Exceptional Student Education will total 53 students in the 2023-24 school year. This will be accomplished through reach out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas. TeacherReady will partner with special education programs on a "Grow Your Own" Program to assist paraeducators who would like to seek special education certification.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Overall enrollment was down by 57% from the previous reporting year. Enrollment focused on assisting to meet the goal.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the Special Education area by increasing completers by 5% over the previous year of 19. Completion in Exceptional Student Education will total 20 students in the 2024-25 school year. This will be accomplished through reaching out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas. TeacherReady will partner with special education programs on a "Grow Your Own" Program to assist paraeducators who would like to seek special education certification.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the Special Education area by increasing completers by 5% over the previous year of 19. Completion in Exceptional Student Education will total 20 students in the 2025-26 school year. This will be accomplished through reaching out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas. TeacherReady will partner with special education programs on a "Grow Your Own" Program to assist paraeducators who would like to seek special education certification.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the ESOL area by increasing completers by 5% over the previous year of 25. Completion in ESOL will total 26 students in the 2023-24 school year. This will be accomplished through reach out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Overall enrollment was down by 57% from the previous reporting year. Enrollment focused on assisting to meet the goal.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the ESOL area by increasing completers by 5% over the previous year of 7. Completion in ESOL will total 8 students in the 2024-25 school year. This will be accomplished through reaching out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

UWF's TeacherReady will increase the teacher pipeline into the ESOL area by increasing completers by 5% over the previous year of 7. Completion in ESOL will total 8 students in the 2025-26 school year. This will be accomplished through reaching out to those in Florida on temporary teaching certificates and partner school districts offering to assist with certification needs, paying specific attention to the critical needs areas.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
600 -ELEMENTARY EDUCATION K-6 State Other enrolled students	144		126	88
600 -ELEMENTARY EDUCATION K-6 State All program completers, 2023-24	144		139	97
600 -ELEMENTARY EDUCATION K-6 State All program completers, 2022-23	196		196	100
600 -ELEMENTARY EDUCATION K-6 State All program completers, 2021-22	245		242	99
100 -GENERAL KNOWLEDGE State Other enrolled students	712		614	86
100 -GENERAL KNOWLEDGE State All program completers, 2023-24	748		732	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
100 -GENERAL KNOWLEDGE State All program completers, 2022-23	914		914	100
100 -GENERAL KNOWLEDGE State All program completers, 2021-22	1358		1358	100
083 -PROFESSIONAL EDUCATION TEST State Other enrolled students	864	212	722	84
083 -PROFESSIONAL EDUCATION TEST State All program completers, 2023-24	998	217	998	100
083 -PROFESSIONAL EDUCATION TEST State All program completers, 2022-23	1194	216	1194	100
083 -PROFESSIONAL EDUCATION TEST State All program completers, 2021-22	1468	220	1468	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
Other enrolled students	2299	1979	86
All program completers, 2023-24	2337	2284	98
All program completers, 2022-23	2797	2762	99
All program completers, 2021-22	3719	3686	99
All program completers, combined 3 academic years	11152	10711	96

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ⦿ Yes
- ○ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ⦿ No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   During lesson 8, the week of culminating, teacher candidates utilize pre and post assessments to collect, manage, and analyze student learning and determine next steps in the teaching process. This impact of K-12 student learning data is analyzed at the learning objective level, individual K-12 student level and at the class-wide level where percentage of student learning gains is determined. TeacherReady focuses on differentiation of instruction and removing barriers for English Language Learners, students with disabilities, students from poverty, and gifted students. These strategies are taught in lesson 5 and demonstrated in lessons 5-8. Additional application of technology has been incorporated into updated curriculum where candidates have access to a "Technology Corner" to learn about a wider variety of technology tools they can utilize in their teaching and can demonstrate use through instructional tasks.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   The lesson, Engage Students in Special Populations, challenges candidates to create differentiated instructional plans for special education, ELL, and gifted students. (FEAPs 1d-1f, 2h-2i, 3d, 3h-3j, 4a-4d, 5b-5d). Here are some of the activities that prepares our general education teachers to teach students with disabilities effectively: Read and explore Piagets Stages of Development, Maslows Hierarchy of Needs and the Classroom, Vygotskys Zone of Proximal Development and Howard Gardners Theory of Multiple Intelligences. Watch and analyze videos about meeting the needs of diverse learners and read Special Needs Populations Case Study. Summarize the instructional implications of teaching students in varying stages of cognitive growth and development. Evaluate and create strategies for engaging students with special needs. Complete Field Experiences: Developmental Profile, Activating Prior Knowledge and Accommodations and Modification.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   Lesson 5, Engage Students in Special Populations, prepares our general education teachers to participate as a member of the individualized education program team. These activities are to: Read and explore Understanding the Differences between IDEA and Section 504. Read, explore and lesson plan using Accommodations, Modifications, & Interventions Whats the difference Read and explore Accommodations & Modifications: What Parents Need to Know to gain a better understanding of the parents perspective.

   c. **Effectively teach students who are limited English proficient.**

   Lesson 5, Engage Students in Special Populations, prepares our general education teachers to effectively teach students who have limited English proficiency. These activities include: Summarize the instructional implications of teaching students in varying stages of cognitive growth and development. View videos Supporting ELLs Through Project-Based Learning and Milton Chen on Deeper Learning for ELLs. Read Strategies for Teaching English Language Learners and Five Strategies to Use with English Language Learners. Evaluate and create strategies for engaging English language learners. Complete Field Experiences related to Developmental Profile, Activating Prior Knowledge, Accommodations and Modification and Teaching English Language Learners.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   The lesson, Engage Students in Special Populations, challenges candidates to create differentiated instructional plans for special education, ELL, and gifted students. (FEAPs 1d-1f, 2h-2i, 3d, 3h-3j, 4a-4d, 5b-5d). Here are some of the activities that prepares our special education teachers to teach students with disabilities effectively: Read and explore Piagets Stages of Development, Maslows Hierarchy of Needs and the Classroom,

Vygotskys Zone of Proximal Development and Howard Gardners Theory of Multiple Intelligences. Watch and analyze videos about meeting the needs of diverse learners and read Special Needs Populations Case Study. Summarize the instructional implications of teaching students in varying stages of cognitive growth and development. Evaluate and create strategies for engaging students with special needs. Complete Field Experiences: Developmental Profile, Activating Prior Knowledge and Accommodations and Modification.

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Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Elizabeth Arthur

TITLE:

Director, Office of Assessment and Accreditation

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Dr. Denise Soares

TITLE:

Dean, School of Education