



University of West Florida
Traditional Report AY 2022-23
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.

FIRST NAME

Karen

LAST NAME

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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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

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
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1315	Teacher Education - Reading	PG	

Total number of teacher preparation programs:

10

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Pass EDF1005 - Introduction to Education"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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.)

2.5

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

Upon entry, students must purchase Exxat (electronic assessment system), have a minimum cumulative G.P.A. of 2.5 in all previously attempted college work, must pass EDF 1005 with a grade of C or higher, submit passing scores on the FTCE General Knowledge exam (prior to Field Experience 1), and participate in a required orientation. Students in the Music Education program must also audition for faculty one semester prior to enrollment. Upon exit, students must pass their respective subject area examination(s) and the Professional Education FTCE exam.

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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

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.)

3

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

Demonstrate proficiency in ESOL and other elements of the Florida Uniform Core Curricula; complete Professional Education Applicant Disposition self rating upon entry and exit; purchase and activate Exxat; pass the Reading K-12 Florida Teacher Certification Examination.

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 2022-23. ([§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

175

Number of clock hours required for student teaching

600

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

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

5

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

7

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

206

Number of students in supervised clinical experience during this academic year

206

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

175 clock hours are required prior to student teaching for initial teacher preparation at the undergraduate level (includes Field Experience 1 (FE1) and Field Experience 2 (FE2) or equivalent in PE and Music; does not include observation hours). 115 hours are required prior to apprenticeship teaching for the initial teacher preparation for secondary math and science undergraduates. This includes 15 hours in the Exploring Inquiry Teaching course and an 100-hour practicum entitled secondary practicum. Apprenticeship teaching for the initial teacher preparation for secondary math and science requires the candidate to be in a classroom half day (minimum) for 15 weeks. For Reading Master's, candidates are required to complete two culminating courses (RED6866 and RED6865) in the program where the capstone clinical experiences occur. In the reading practicum candidates plan, conduct and document intensive research-based instruction with an individual and group of students. Throughout the practicum candidates collaborate with classmates to support each other's instructional effectiveness. In the literacy coaching practicum (RED6865), candidates guide a colleague through the coaching cycle and provide in- depth evidence-based professional development for a team of teachers or an entire school. Hours vary for each practicum, but at a minimum, candidates complete 200 hours. Field-based assignments related to literacy instruction and coaching are also included each of the other 8 courses in the program.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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:

Hispanic/Latino of any race and race are not mutually exclusive data points.

2022-23 Total	
Total Number of Individuals Enrolled	270
Subset of Program Completers	87

Gender	Total Enrolled	Subset of Program Completers
Male	26	11
Female	244	76
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	2	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Black or African American	5	2
Hispanic/Latino of any race	16	6
Native Hawaiian or Other Pacific Islander	0	0
White	236	75
Two or more races	10	3
No Race/Ethnicity Reported	16	5

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 2022-23.

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 2022-23

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	38

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	29
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	8
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="3"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23

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	<input type="text" value="38"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="29"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	8
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input data-bbox="289 1732 1258 1774" type="text"/>	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	0
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0

CIP Code	Academic Major	Number Prepared
54	History	<input type="text" value="0"/>
99	Other Specify: <input type="text"/>	<input type="text" value="0"/>

Program Assurances

THIS PAGE INCLUDES:

>> [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:

All UWF teacher education candidates receive specific pedagogical training in providing instruction for students with disabilities, limited English proficiency, and low socioeconomic status. Universal Design for learning strategies are integrated into the programs as well as inquiry strategies for all subject areas. (math, science, social studies, literacy) Opportunities to apply effective strategies are provided through 2-3 field experiences. Candidates are placed in schools with diverse populations and at least one Title 1 school when possible. School of Education faculty are highly trained professionals and include specialists in special education, Applied Behavior Analysis, math education, science education, reading and literacy, and ESOL.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Continue to provide support for retaining the 10 candidates in the UWF-Teach program. We hope to graduate 1 Mathematics with Teaching student who is completing their culminating field experience this spring.

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:

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Continue to actively recruit candidates for the UWF-Teach Mathematics with Teaching program and provide support for retaining candidates toward degree completion. We hope to recruit an additional 3 students and graduate 2 students.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Continue to actively recruit candidates for the UWF-Teach Mathematics with Teaching program and provide support for retaining candidates toward degree completion. We hope to recruit at least two students and graduate at least one student.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Continue to provide support for retaining candidates that are currently in the UWF-Teach program. We hope to graduate 3 students with Earth and Environmental Science with Teaching degrees who are completing their culminating field experience this spring. Two of the three students are Noyce scholarship recipients.

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:

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Continue to actively recruit candidates for the UWF-Teach Biology, Earth and Environmental, Chemistry and Physics with Teaching programs and provide support for retaining candidates toward degree completion. We hope to recruit an additional 4 students and graduate 2 students.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Continue to actively recruit candidates for the UWF-Teach Biology, Earth and Environmental, Chemistry and Physics with Teaching programs and provide support for retaining candidates toward degree completion. We hope to recruit at least two students and graduate at least one student.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Increase the number of dual, ESE/Elementary program graduates by 10% within five (5) years to address the critical shortage of special education teachers locally and statewide.

3. Did your program meet the goal?

- Yes
 No

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

Strategies to improve outreach of the dual, Elementary Ed/ESE program included specific targeting of students applying to the Para-to-Teacher Tuition Support Program (P2T) who needed access to remote learning. Students were provided with options to their location college/university while also being informed of the ease of accessibility provided by UWF while maintaining accessibility to tuition support for coursework in special education.

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

Specific statewide virtual recruitment efforts held with Santa Rosa County and Hillsborough County related to recruitment of paraprofessionals to attend UWF.

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

Barriers encountered among paraprofessionals with loss of access to salary, health benefits, and retirement during field experiences. Fewer are willing to accept further financial hardship toward completing degrees in exceptional student education.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Increase UWF dual, ESE/Elementary program enrollment efforts through the Para-to-Teacher Support Program to increase the number of graduates by 2% in one academic year. The Para-to-Teacher Support Program addresses the critical shortage of special education teachers in the state of Florida by financially supporting paraprofessionals working in schools for students with disabilities to earn degrees in special education. These paraprofessionals are eligible to attend other universities/colleges in Florida with special education programs using tuition support. However, the online accessibility is critical to their enrollment higher education due to family and job responsibilities, thereby making UWF a viable alternative to face-to-face programming for 48% of the paraprofessionals seeking degrees in special education through the P2T. These options are provided directly to P2T applicants during virtual recruitment sessions throughout the state.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Continue to actively recruit undergraduates for the dual, ESE/Elementary program through the Para-to-Teacher Support Program and pursue means to reduce barriers for these individuals to complete their degrees to become special education teachers

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Although the School of Education (SOE) does not offer an undergraduate degree in ESOL, the ESE and Elementary programs are ESOL infused. The goals for these programs include increasing enrollment by 10% to meet statewide teacher shortage in general which in turn meets the need for ESOL teachers. The SOE introduced a TESOL Certificate Program at the graduate level in the fall of 2021 which is linked to the graduate degree program in Curriculum and Instruction. While it is still new, it is attracting individuals interesting in Teaching English to Speakers of Other Languages (TESOL) with an average of ten students per course. Recruitment is ongoing to attract educators to this certificate program as well as to the graduate degree program in Curriculum and Instruction with a goal of 10% increase to meet the shortage in this area within the next 3 - 5 years.

3. Did your program meet the goal?

- Yes
 No

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

Enrollment in the TESOL Certificate Program is still low and efforts to strengthen the program are ongoing. Recruitment efforts are ongoing to attract individuals to the undergraduate teacher education programs which are ESOL infused. The School of Education has a Recruitment and Retention Plan.

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

Faculty members are still reaching out to individuals who express interest in the TESOL Certificate Program

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

For academic year 2023-2024, the goal of the school of education is to continue to strengthen the undergraduate and graduate programs and continue collaborative efforts among TESOL faculty and other faculty members who teach ESOL infused courses in various areas of the program including ESE and other content area subjects. Efforts to increase enrollment in undergraduate degrees in ESE and Elementary Education, which offer an ESOL Endorsement upon graduation, will result in an increase in the overall numbers of teachers qualified to teach limited English proficient students/English language learners in the state. The School of Education put into place systemic efforts to recruit students from area community colleges to increase enrollment by 10% within the next 3-5 years in order to meet the statewide shortage of teachers who are qualified to teach limited English proficient students. This is in addition to offering support to pre-service students to successfully complete all required tests prior to graduation. The goal is to increase graduation enrollment in undergraduate degrees by 10% over the next 3 – 5 years. Graduate level: Recruitment is ongoing to attract educators to this certificate program as well as to the graduate degree program in Curriculum and Instruction with a goal of 10% increase to meet the shortage in this area within the next 3 - 5 years.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

For academic year 2024-2025, the goal of the school of education is to continue to strengthen the ESOL infused undergraduate programs as well as the TESOL Certificate Program (graduate program) and continue collaborative efforts among TESOL faculty and other faculty members who teach ESOL infused courses in various areas of the program including ESE and other content area subjects. Efforts to increase enrollment in undergraduate degrees in ESE and Elementary Education, which offer an ESOL Endorsement upon graduation, will result in an increase in the overall numbers of teachers qualified to teach limited English proficient students/Multilingual learners in the state. The School of Education put into place systemic efforts to recruit students from area community colleges to increase enrollment by 10% within the next 3-5 years in order to meet the statewide shortage of teachers who are qualified to teach limited English proficient students. This is in addition to offering support to pre-service students to successfully complete all required tests prior to graduation. The goal is to increase graduation enrollment in undergraduate degrees by 10% over the next 3 – 5 years. Graduate level: Recruitment is ongoing to attract educators to the TESOL certificate program as well as to the graduate degree program in Curriculum and Instruction (to which a TESOL cognate can be linked) with a goal of 10% increase to meet the shortage in this area within the next 3 - 5 years.

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. [\(S205\(a\)\(1\)\(B\)\)](#)

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 (%)
002 -BIOLOGY State Other enrolled students	1			
002 -BIOLOGY State All program completers, 2021-22	1			
008 -EARTH/SPACE SCIENCE State Other enrolled students	1			
008 -EARTH/SPACE SCIENCE State All program completers, 2022-23	3			
060 -ELEMENTARY EDUCATION State Other enrolled students	71		59	83

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION State All program completers, 2022-23	66		66	100
060 -ELEMENTARY EDUCATION State All program completers, 2021-22	63		63	100
060 -ELEMENTARY EDUCATION State All program completers, 2020-21	31		31	100
061 -EXCEPTIONAL STUDENT EDUCATION State Other enrolled students	38	215	36	95
061 -EXCEPTIONAL STUDENT EDUCATION State All program completers, 2022-23	37	218	37	100
061 -EXCEPTIONAL STUDENT EDUCATION State All program completers, 2021-22	40	221	40	100
061 -EXCEPTIONAL STUDENT EDUCATION State All program completers, 2020-21	60	218	60	100
100 -GENERAL KNOWLEDGE State Other enrolled students	140		138	99
100 -GENERAL KNOWLEDGE State All program completers, 2022-23	73		73	100
100 -GENERAL KNOWLEDGE State All program completers, 2021-22	70		70	100
100 -GENERAL KNOWLEDGE State All program completers, 2020-21	94		94	100
026 -MATHEMATICS State Other enrolled students	2			
026 -MATHEMATICS State All program completers, 2022-23	1			
026 -MATHEMATICS State All program completers, 2020-21	2			
028 -MUSIC State Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -MUSIC State All program completers, 2022-23	2			
028 -MUSIC State All program completers, 2021-22	3			
028 -MUSIC State All program completers, 2020-21	5			
063 -PHYSICAL EDUCATION State Other enrolled students	2			
063 -PHYSICAL EDUCATION State All program completers, 2022-23	4			
063 -PHYSICAL EDUCATION State All program completers, 2021-22	3			
063 -PHYSICAL EDUCATION State All program completers, 2020-21	7			
083 -PROFESSIONAL EDUCATION State Other enrolled students	110	210	96	87
083 -PROFESSIONAL EDUCATION State All program completers, 2022-23	77	214	77	100
083 -PROFESSIONAL EDUCATION State All program completers, 2021-22	70	216	70	100
083 -PROFESSIONAL EDUCATION State All program completers, 2020-21	108	217	108	100
035 -READING State Other enrolled students	9			
035 -READING State All program completers, 2022-23	8			
035 -READING State All program completers, 2021-22	5			
035 -READING State All program completers, 2020-21	13	219	13	100

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. [\(S205\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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	161	134	83
All program completers, 2022-23	77	77	100
All program completers, 2021-22	75	75	100
All program completers, 2020-21	118	118	100

Low-Performing

THIS PAGE INCLUDES:

>> [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:

The National Association of Schools of Music

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [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.

1. The Universal Design for Learning (UDL) framework was infused into our initial certification programs in a Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) supported effort in 2015-2016. 2. Starting in fall 2019, we added a UDL session to senior seminar to help close the theory to practice gap and improve UDL application in the lesson plans of student teachers. 3. In spring 2020, an existing course, EDG 4373: Elementary and Special Education Integrated Arts, was revised to focus on technology integration. This course revision included the development of new course learning outcomes (aligned to the ISTE standards for educators), course readings, instructional modules, and course assignments. The course revision was prompted by the analysis of alumni and employer survey data and observations of teacher candidates, all of which indicated that candidates needed to learn more about effective technology integration. Data will be monitored annually to examine the efficacy of the course revision on the ability of candidates and completers to integrate technology in the classroom effectively. 4. In spring 2021, a new task related to using technology effectively to collect, manage, and analyze data was built into a course discussion in the revised EDG 4373: Integrated Arts and Contemporary Educational Tools. Candidates used Google Forms to create a short math assessment (i.e., quiz) about perimeter or area of polygons for third grade students. They pilot-tested the assessment with peers or family members. In the subsequent group discussion, candidates reflected on the use of the technology to assess student learning and improvements to the design of their assessments. In their reflections, candidates discussed the power of using Google Forms as an assessment tool. 5. In fall 2021, a new common program assessment on technology integration was developed and piloted in the culminating field experience (student teaching/internship). The assessment task required student teachers to demonstrate their competency with using technology in the teaching/learning process. The rubric evaluated candidate performance in three main areas: a) Active Learning-Use of

technology supports students' active engagement in learning; b) Alignment-Technology use is aligned to the objectives, instruction, and assessment; and c) Quality of Technology Integration-Justification. 6. In spring 2021, we provided training for clinical faculty and adjuncts to improve their understanding of the guidelines and checkpoints for each UDL principle so that they will be better able to provide feedback on candidates' plans and practices related to teaching all learners. Candidates are required to use the UDL framework to select strategies to reduce learning barriers in their lesson plans in many content and clinical courses. 7. In summer 2021, fall 2021, and summer 2022, we offered UDL professional development for our local cooperating teachers who host our student teachers to ensure that candidates would be supported in their use of UDL. 8. In spring 2023, candidate performance data for the technology integration program assessment from three semesters (fall 2021, spring 2022, and fall 2022) was reviewed by a group of clinical faculty. The group recommended the program assessment be redesigned to encourage candidates in their culminating field experience to use technology more comprehensively and purposefully throughout their instruction and assessment. The new technology integration program assessment was developed over summer 2023 and piloted in the culminating clinical experiences in all teacher education programs in the 2023-2024 academic year.

Teacher Training

THIS PAGE INCLUDES:

>> [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

Students take inclusion, assessment and classroom management courses and have field experience requirements related to this content

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*.

Students have course content related to assessment and intervention with students who are challenged. Students also have content and field experience that assist in developing skills in collaboration and communication with parents and students. Teacher candidates are encouraged to attend IEP meetings in their field experiences and student teaching placements. However, they are not a member of the IEP team.

c. Effectively teach students who are limited English proficient.

Students complete two standalone ESOL courses, five (5) ESOL infused courses, and an ESOL capstone in the Field Experience 2 course. Sample assignments include an assessment project, content, and practice in classroom management courses with numerous practice activities in inclusion courses. Reading and math courses address adaptations for students with special needs. Also, UDL is woven throughout our curriculum. The capstone for ESOL is included in Field Experience 2. Teacher candidates assess a K-12 ELL, analyze the data, and tutor the student.

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

Students have coursework related to assessment and intervention and effective instructional strategies. Field experience allows students to practice this knowledge. Teacher candidates in the ESE/EE program take five (5) courses specific to ESE.

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*.

Content demonstration, simulations and field experience are used to develop student skills in collaborating with other professionals and parents. Teacher candidates are encouraged to attend IEP meetings in their field experiences and student teaching placements. However, they are not a member of the IEP team.

c. Effectively teach students who are limited English proficient.

Students complete two standalone ESOL courses, five (5) ESOL infused courses, and an ESOL capstone in the Field Experience 2 course. Sample assignments include an assessment project, content, and practice in classroom management courses with numerous practice activities in inclusion courses. Reading and math courses address adaptations for students with special needs. Also, UDL is woven throughout our curriculum. The capstone for ESOL is included in Field Experience 2. Teacher candidates assess a K-12 ELL, analyze the data, and tutor the student.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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.

none

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. Karen Evans

TITLE:

Interim Dean, School of Education