

## Metric: Annual Evaluations

The annual evaluation metric considers a program completers' annual evaluation from the previous one-year period. Metric scores are determined using the following criteria:

4	3	2	1
At least 50 percent of the program's completers received a highly effective rating and 100 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.	Program did not meet criteria for Level 4, but at least 90 percent of the program's completers received either highly effective or effective ratings.	Program did not meet criteria for Level 3, but at least 70 percent of the program's completers received highly effective or effective ratings.	Program did not meet criteria for Level 2, 3, or 4.

Table 1 presents three years of metrics for trend data. Across programs, performance ratings remain largely stable at proficient to strong levels (3–4), with Reading and the Educator Preparation Institute consistently demonstrating the highest outcomes, while Elementary Education/ESOL/Reading shows minor fluctuation but maintains acceptable performance. Additionally, evaluation scores are provided for 2022-23 program completers employed in an in-field instructional position in 2023-24 making the data two years old, which minimizes its use to inform program improvement.

Table 1. Evaluation Metric scores

Program	2024	2025	2026
<b>School of Education</b>			
Elementary Education/ESOL/Reading	3	2	3
Elementary Education/Exceptional Student Education	3	3	3
Educator Preparation Institute	4	4	3
Reading	4	4	4
<b>UWF Teach</b>			
Biology			
Chemistry			
Earth/Space Science			3
Mathematics			
Physics			
<b>OTHER Teacher Education</b>			
Music		3	
Physical Education	3		

Additional analysis of evaluation data by program in Table 2 shows that, across reporting years, completers consistently demonstrate strong effectiveness, with the majority rated Effective or Highly Effective, and several programs—particularly Reading and the Educator Preparation Institute—showing increasing proportions of Highly Effective ratings over time. Elementary programs remain stable with high

combined effectiveness, though small percentages of Developing and Needs Improvement ratings indicate targeted areas for continued support.

Table 2. Percent Evaluation Ratings Scores by Program and Year

Program Name		Teacher Evaluation Rating	APPR Report Year		
			% of Total (n)		
			2024	2025	2026
School of Education	Elementary Education/ESOL/Reading	HIGHLY EFFECTIVE	25% (6)	56% (9)	62% (13)
		EFFECTIVE	58% (14)	19% (3)	33% (7)
		3 YEARS DEVELOPING	8% (2)	6% (1)	5% (1)
		NEEDS IMPROVEMENT		6% (1)	
		NOT EVALUATED	8% (2)	13% (2)	
	Elementary Education/Exceptional Student Education/ESOL/Reading	HIGHLY EFFECTIVE	37% (17)	48% (14)	48% (13)
		EFFECTIVE	50% (23)	34% (10)	41% (11)
		3 YEARS DEVELOPING	7% (3)		4% (1)
		NEEDS IMPROVEMENT		7% (2)	
		NOT EVALUATED	7% (3)	10% (3)	7% (2)
	Educator Preparation Institute	HIGHLY EFFECTIVE	56% (23)	69% (35)	48% (12)
		EFFECTIVE	32% (13)	22% (11)	28% (7)
		3 YEARS DEVELOPING			
		NOT EVALUATED	12% (5)	10% (5)	8% (2)
		NO EVAL REQUIRED			16% (4)
	Reading	HIGHLY EFFECTIVE	40% (4)	75% (3)	83% (5)
		EFFECTIVE	40% (4)	25% (1)	
		NOT EVALUATED	20% (2)		17% (1)
UWF Teach	Biology	HIGHLY EFFECTIVE		100% (1)	
		EFFECTIVE			
	Earth-Space Science	HIGHLY EFFECTIVE			33% (1)
		EFFECTIVE			67% (2)
Mathematics	EFFECTIVE	100% (1)		100% (1)	
Other Initial Programs	Music	HIGHLY EFFECTIVE		33% (1)	
		EFFECTIVE	50% (2)	67% (2)	100% (1)
		NOT EVALUATED	50% (2)		
	Physical Education	HIGHLY EFFECTIVE	20% (1)	50% (1)	
		EFFECTIVE	60% (3)	50% (1)	
		NOT EVALUATED	20% (1)		

The Director of Clinical Experiences and Partnerships is provided names of completers who scored a 3-Years Developing or Needs Improvement for additional follow-up.