

Response Rates

	Initial # of Employers ¹	Initial # of Completers Linked to Employers	# Reachable Employers ²	# Completed Surveys	Employer Response ³
2019	52	66	51	18	28%
2020	46	49	39	13	33%
2021	46	70	33	13	39%

Notes:

1. The initial # reflects the number of employers that could be identified from the FLDOE datafile or out-of-state verified completers. Out of state completers are asked to share the link with their supervisor.
2. The reachable # reflects the number of employers that could be identified and have valid contact information. It is assumed that out-of-state completers share the link with their supervisor (i.e., their supervisor is reachable).
3. The employer response reflects the percentage of completed surveys from reachable employers.

Location

	2019		2020		2021	
	#	%	#	%	#	%
Escambia	15	79	5	36	9	69
Santa Rosa	1	5	5	36	0	0
Okaloosa	0	0	1	7	1	8
Other Florida	3	16	3	21	3	23
Out-of-State	0	0	0	0	0	0

Employer Satisfaction

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2019	28	7.3	25	7.1	0	8.0	.	.	n/a	n/a
2020	62	8.9	58	8.9	100	9.0	.	.	n/a	n/a
2021	50	8.0	60	8.6	0	6.0	.	.	n/a	n/a
% = Percent 9 or 10 rating; Scale: 0-10, where 10=Very Highly										

Rehireability

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2019	65% yes ¹									
2020	85% yes ¹									
2021	67	8.2	80	8.8	0	6.0	.	.	n/a	n/a
% = Percent 9 or 10 rating; Scale: 0-10, where 10= Very Highly ¹ yes/no										

Promotability

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	50	7.5	60	8.4	0	5.0			n/a	n/a
% = Percent 9 or 10 rating; Scale: 0-10, where 10= Very Highly										

Graduates' Impact on Students & Student Learning

	EPP			Elem & Dual			Music			Physical Education			TEACH		
	Ineffective	Minimally Effective	Effective/ Highly	Ineffective	Minimally Effective	Effective/ Highly	Ineffective	Minimally Effective	Effective/ Highly	Ineffective	Minimally Effective	Effective/ Highly	Ineffective	Minimally Effective	Effective/ Highly
2019	6%	6%	89%	6%	6%	88%	0%	0%	100%	.	.	.	n/a	n/a	n/a
2020	0%	0%	100%	0%	0%	100%	0%	0%	100%	.	.	.	n/a	n/a	n/a
2021	0%	17%	83%	0%	0%	100%	0%	50%	50%	.	.	.	n/a	n/a	n/a

Likelihood to Recommend UWF's EPP (Net Promoter)

	EPP					Elem & Dual					Music					Phys. Ed.					TEACH					
	D	N	P	NPS	Raw	D	N	P	NPS	Raw	D	N	P	NPS	Raw	D	N	P	NPS	Raw	D	N	P	NPS	Raw	
2020	0	31	69	69	9.2	0	33	67	67	9.2	0	0	100	100	9.0	.	.	.	.	.	.	.	.	.	.	n/a
2021	17	17	66	49	8.0	0	20	80	80	9.0	50	50	0	-50	5.0	.	.	.	.	.	.	.	.	.	.	n/a
Scale: 0-10, where 10= Very Highly; Percentages of Detractors (Scores 0-6), Neutrals (Scores 7-8), Promoters (Scores 9-10); NPS = Net Promoter Score; Raw = Average (mean) score																										

INTASC Standards

% = Percent Meets or Exceeds, Means range from 1 (Does Not Meet) to 4 (Exceeds)

Respect learners with differing strengths and needs and are committed to using this information to further each learners' development. CAEP 1.1, 3.3; FEAP A2; INTASC 1										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	83	2.8	100	3.0	50	2.5	.	.	n/a	n/a

“UWF Graduates demonstrate the following dispositions...”

Respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests CAEP 1.1, 3.3; FEAP A2; INTASC 2										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	83	2.8	100	3.0	50	2.5	.	.	n/a	n/a

Seek to foster respectful communication among all members of the learning community.
CAEP 1.1; FEAP A2, B1; INTASC 3

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	83	3.0	100	3.2	50	2.5	.	.	n/a	n/a

Appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
CAEP 1.1; FEAP A3; INTASC 4

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	83	3.0	100	3.2	50	2.5	.	.	n/a	n/a

Recognize the potential of bias in his/her representation of the discipline and appropriately addresses problems of bias.
CAEP 1.1; FEAP A3; INTASC 4

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	80	2.6	100	3.0	50	2.0	.	.	n/a	n/a

Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
CAEP 1.1; FEAP A2; INTASC 5

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	83	2.8	100	3.0	50	2.5	.	.	n/a	n/a

Understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
CAEP 1.1; FEAP A4; INTASC 6

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	50	2.5	60	2.6	0	2.0	.	.	n/a	n/a

Take professional responsibility to use long- and short-term planning as a means of assuring student learning.
CAEP 1.1, 1.5; FEAP A1; INTASC 7

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	83	2.8	100	3.0	50	2.5	.	.	n/a	n/a

Are committed to exploring how the use of new and emerging technologies can support and promote student learning.
CAEP 1.1, 1.5; FEAP A2, A3; INTASC 8

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	100	3.0	100	3.0	100	3.0	.	.	n/a	n/a

See themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
CAEP 1.1, 1.2; FEAP B1; INTASC 9

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	100	3.0	100	3.0	100	3.0	.	.	n/a	n/a

Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
CAEP 1.1, 1.2; FEAP B1; INTASC 10

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	83	2.8	100	3.0	50	2.5	.	.	n/a	n/a

Understand the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
CAEP 1.1, 1.2; FEAP B2; INTASC 9

	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	83	2.8	100	3.0	50	2.5	.	.	n/a	n/a

Comparison to Other Programs' Graduates

“How well prepared are UWF graduates compared to beginning teachers who graduated from other programs?”

% = Percent at least “on Par” or better vs. other EPPs

Engaging and supporting all students in learning. CAEP 1.1, 3.3; FEAP A2; INTASC 1 & 2					
	EPP	Elem & Dual	Music	Phys. Ed.	TEACH
	%	%	%	%	%
2021	33	20	100	.	n/a

Creating and maintaining effective environments for student learning. CAEP 1.1, 3.3; FEAP A2; INTASC 3					
	EPP	Elem & Dual	Music	Phys. Ed.	TEACH
	%	%	%	%	%
2021	33	20	100		n/a

Understanding and organizing subject matter. CAEP 1.1; FEAP A1; INTASC 4 & 5					
	EPP	Elem & Dual	Music	Phys. Ed.	TEACH
	%	%	%	%	%
2021	33	20	100	.	n/a

Planning instruction and designing learning experiences for all students. CAEP 1.1; FEAP A1 & A3; INTASC 7 & 8					
	EPP	Elem & Dual	Music	Phys. Ed.	TEACH
	%	%	%	%	%
2021	33	20	100	.	n/a

Assessing students for learning. CAEP 1.1; FEAP A4; INTASC 6					
	EPP	Elem & Dual	Music	Phys. Ed.	TEACH
	%	%	%	%	%
2021	33	20	100	.	n/a

Developing as a professional educator CAEP 1.1; FEAP B1 & B2; INTASC 9 & 10					
	EPP	Elem & Dual	Music	Phys. Ed.	TEACH
	%	%	%	%	%
2021	33	20	100	.	n/a

Overall judgement of preparedness					
	EPP	Elem & Dual	Music	Phys. Ed.	TEACH
	%	%	%	%	%
2021	33	20	100	.	n/a

FEAPs

“UWF Graduates demonstrate the following skills and/or dispositions...”

% = Percent Meets or Exceeds, Means range from 1 (Does Not Meet) to 4 (Exceeds)

FOUNDATIONAL PRINCIPLES FEAP FP1-3										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	78	2.8	93	3.0	33	2.3	.	.	n/a	n/a

INSTRUCTIONAL DESIGN & LESSON PLANNING FEAP A1										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2019	77	3.0		3.0		3.3		3.0	n/a	n/a
2020	97	3.5		3.5		3.6		.	n/a	n/a
2021	67	2.5	80	2.8	0	1.5	.	.	n/a	n/a

LEARNING ENVIRONMENT FEAP A2										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2019	83	3.2		3.2		3.1		3.8	n/a	n/a
2020	92	3.6		3.6		3.9		.	n/a	n/a
2021	83	2.8	100	3.2	50	2.0	.	.	n/a	n/a

INSTRUCTIONAL DELIVERY & FACILITATION FEAP A3										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2019	72	3.0		3.1		2.9		.	n/a	n/a
2020	89	3.4		3.4		3.3		.	n/a	n/a
2021	83	2.8	100	3.0	50	2.5	.	.	n/a	n/a

ASSESSMENT FEAP A4										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2019	82	3.1		3.1		3.0		3.1	n/a	n/a
2020	92	3.4		3.5		3.1		.	n/a	n/a
2021	83	2.7	100	3.0	50	2.0	.	.	n/a	n/a

CONTINUOUS PROFESSIONAL IMPROVEMENT FEAP B1										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2019	83	3.3		3.2		3.3		3.5	n/a	n/a
2020	91	3.2		3.4		3.9		.	n/a	n/a
2021	83	2.7	100	3.0	50	2.0	.	.	n/a	n/a

PROFESSIONAL RESPONSIBILITY & ETHICS FEAP B2										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2019	75	3.4		3.2		3.3		3.5	n/a	n/a
2020	100	3.8		3.4		3.9		.	n/a	n/a
2021	83	2.8	100	3.0	50	2.5	.	.	n/a	n/a

THEME: TECHNOLOGY										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2019				3.1		3.4		3.0		
2020				3.4		3.8		.		
2021	100	3.0	100	3.0	100	3.0	.	.	n/a	n/a

THEME: DEI										
	EPP		Elem & Dual		Music		Phys. Ed.		TEACH	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
2021	83	2.7	100	3.0	50	2.0	.	.	n/a	n/a

FEAPs

“UWF Graduates could improve, or more consistently perform, the following skills and/or dispositions...”

% = Percent of respondents indicating that skill is an area for improvement.

	EPP	Elem & Dual	Music	Phys. Ed.	TEACH
	2021	2021	2021	2021	2021
NA – Most/all graduates perform consistently well in the FEAPs	100	100	100	.	n/a
Align instruction with state-adopted standards at the appropriate level of rigor.	0	0	0	.	n/a
Sequence lessons and concepts to ensure coherence and required prior knowledge	0	0	0	.	n/a
Design instruction for students to achieve mastery	0	0	0	.	n/a
Select appropriate formative assessments to monitor learning	0	0	0	.	n/a
Use diagnostic student data to plan lessons	0	0	0	.	n/a
Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.	0	0	0	.	n/a
Organize, allocate, and manage the resources of time, space, and attention.	0	0	0	.	n/a
Manage individual and class behaviors through a well-planned management system.	0	0	0	.	n/a
Convey high expectations to all students.	0	0	0	.	n/a
Respect students' cultural linguistic and family background.	0	0	0	.	n/a
Maintain a climate of openness, inquiry, fairness, and support.	0	0	0	.	n/a
Integrate current information and communication technologies.	0	0	0	.	n/a
Adapt the learning environment to accommodate the differing needs and diversity of students.	0	0	0	.	n/a
Utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	0	0	0	.	n/a
Deliver engaging and challenging lessons.	0	0	0	.	n/a
Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.	0	0	0	.	n/a
Identify gaps in students' subject matter knowledge.	0	0	0	.	n/a
Modify instruction to respond to preconceptions or misconceptions.	0	0	0	.	n/a
Relate and integrate the subject matter with other disciplines and life experiences.	0	0	0	.	n/a
Employ higher-order questioning techniques.	0	0	0	.	n/a
Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	0	0	0	.	n/a
Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	0	0	0	.	n/a
Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	0	0	0	.	n/a
Utilize student feedback to monitor instructional needs and to adjust instruction.	0	0	0	.	n/a
Analyze and apply data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process.	0	0	0	.	n/a
Design and align formative and summative assessments that match learning objectives and lead to mastery.	0	0	0	.	n/a
Use a variety of assessment tools to monitor student progress, achievement and learning gains.	0	0	0	.	n/a
Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	0	0	0	.	n/a

Share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).	0	0	0	.	n/a
Apply technology to organize and integrate assessment information.	0	0	0	.	n/a
Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	0	0	0	.	n/a
Examine and use data-informed research to improve instruction and student achievement.	0	0	0	.	n/a
Use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	0	0	0	.	n/a
Collaborate with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	0	0	0	.	n/a
Engage in targeted professional growth opportunities and reflective practices.	0	0	0	.	n/a
Implement knowledge and skills learned in professional development in the teaching and learning process.	0	0	0	.	n/a
Understanding that educators are held to a high moral standard in a community; adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession and fulfills the expected obligations to students, the public and the education profession.	0	0	0	.	n/a

Qualitative Feedback

Please provide any comments regarding your impression of graduates from the UWF Teacher Education program

Comments
Excellent program at UWF. I have hired several graduates and they are amazing teachers. Well done!
Graduates from UWF rank in their abilities. It does not reflect the universities standards regarding the education program. Some graduates have more skills based on personal desire. Some have been coached to believe they are great teachers, and yet, they lack ability based on commitment and effort.

Please provide any comments regarding recommended improvements and/or changes for the UWF Teacher Education program

Comments
None.

Please provide any comments regarding any general suggestions, concerns, or issues in the space provided below

Comments (2019 & 2020)
it seems all new teacher struggle with two things: 1. group learning, letting the kids become more in charge of their own learning 2. Rigor. --- Getting students to work at a higher level and not taking excuses from the kids. Todd has very good classroom management skills but needs to expand on the first two.
I really feel this an unfair eval for Mrs. Hufford. She has been working at Please Grove for about a month. If I could eval her again toward the end of the year or even semester, I feel confident her scores would be higher.
Mrs. Weston came to Pleasant Grove after the start of the year last year and has since moved transferred to another school. She is a solid effective teacher with room to grow. I do not PLAN on hiring her but if she were to interview and come out on top, I would have no problem hiring her.
I don't feel comfortable rating your program based on one teacher. Your results would definitely be skewed to the negative based on how this teacher performs or does not perform in the classroom.
I work at a high poverty school. It is vital that a new hire is prepared to teach students from a high poverty environment (not just low income). The teacher has to be able to gain the trust of the student and be able to manage the behaviors that arise. I have found that first year teachers seem to struggle with the behavior piece the most. Most of them figure out the balance that is needed but in the extremely high poverty schools it takes a little longer than they expect. The "Art" of teaching is difficult to teach.
I've been extremely pleased with the teachers I hired who were UWF graduates:-)

Overview of the Evidence

What is this item of evidence?

Other than the annual teacher evaluation ratings, metrics on teacher retention, and VAM scores for a small percentage of completers provided to EPPs via the APPR, the Florida Department of Education does not provide detailed information on teacher performance or their P-12 students' learning and development. To collect more detailed information, UWF created an employer survey. FLDOE provides EPPs with a data file containing the email addresses of principals and the teacher for graduates of our EPP who teach in a Florida school. The OAASP also conducts an annual verification of employment for graduates who are employed out of state. Out of state completers and in-state completers who lack employer contact information (but have a valid teacher email address) are provided the employer survey link and asked to share it with their supervising principal. In the surveys sent to completers 1-3 years out, we ask our graduates if they are employed out of state. Similarly, if completers indicate out-of-state employment, the OAASP follows up by sharing the employer survey link.

What criteria of success have been established on the assessment?

The ratings on this survey are as follows: exceeds expectations, meets expectations, partially meets expectations, and not meet expectations. The EPP has set a target of "80% meets or exceeds" on each item.

How was the quality of this evidence determined or assured?

The questions on this survey use direct language from the Florida Educator Accomplished Practices (FEAPs) and INTASC standards with which administrators are very familiar. We have piloted these items with administrators and established sufficient validity and reliability evidence in spring 2018. In addition, the questions on this survey are the same as the questions asked on the Student Teachers' Exit Survey, 1-Year-Out Graduate Survey, and Recent Graduate Survey in order to make comparisons between employer satisfaction and completer confidence at graduation and as an in-service teacher.

We have a reasonable understanding of how many completers are represented in these data based on the FLDOE data file that maps each completer to a principal. Previous survey processes (before 2021) sent individual surveys to principals for each specific completer. Feedback from principals was that the request for information was tedious and cumbersome at the individual level. Therefore, each principal gets one survey to collectively evaluate EPP completers. Principals are presented a list of the completers we have mapped to their school and can indicate if any of the names are incorrectly attributed to their school (occasionally information from the FLDOE has incorrect attributions). We have seen response rates rise significantly from this change in approach.

How is the evidence used to support continuous improvement?

After the ending date of the survey, the EPP is able to have actionable data to present to its Continuous Improvement Team (CIT) and the faculty at annual data retreats for further analysis and recommendations.

At what point is the assessment given?

The survey is administered to employers (principals) each spring semester. The survey is administered by the OAASP using Qualtrics. The 2021 findings represent completers from 2018-19. Accordingly, 2020 = 2017-18 and 2019 = 2016-17.

Summary of the Evidence and Recommendations

2020 Cycle

RECOMMENDATIONS

- OAASP will continue to advocate for small incentives to participate in the survey. Presently, there are no incentives offered.
- Faculty who teach in the initial programs worked to identify key dispositions that are aligned with INTASC standards. These standards were further crosslinked with the FEAPs. A new version of the survey will be launched in 2021 and capture data on these dispositions as opposed to the FEAPs (directly). This will significantly reduce the length of the surveys, which may also drive response and completion rates upward.
- Results will be shared with Initial Programs faculty via email.
- Initial Programs faculty will review data at the annual TEEL Data Retreat held by OAASP. In those meetings, faculty will review results and make recommendations/decisions for continued improvement based on findings.
- Portions of data are also presented at CIT (Continuous Improvement Team) meetings, when appropriate. CIT is comprised of faculty from all Teacher Education and Educational Leadership programs.

2021 Cycle

For 2021, despite sending the survey out to XX employers along with subsequent reminder emails, we only received XX surveys. Therefore, it is difficult to make any conclusions from the data received. It is encouraging that employers are satisfied with our completers in all categories with all mean scores at or above 3.0 (meets expectations) and the percentage of meet/exceed ratings are at or above the EPP established target goal of 80%. Respondents show the greatest variance in their satisfaction in the areas of ____ and _____ (SDs ~ .xx). No ratings were below 2.0 (partially meets expectations).

RECOMMENDATIONS

- For the next data cycle in spring 2022, ...
- For the next data cycle in spring 2022, ...

Comparison Across Cycles

The mean scores across cycles are at or above 3.0 (meets expectations) and the percentage of meet/exceed ratings are at or above the EPP established target goal of 80% meets expectations. The means and percentages were _____ in YYYY compared to YYYY. XYZ Area remains the highest area year-over-year.

RECOMMENDATIONS

- Continue to administer the survey.
- CIT and EPP faculty should discuss: xxxxxxxxxxxxxxxx