



**Department of Education CAEP Accountability Measures
Educational Leadership Advanced Degree Program
2023-2024**

The Educator Preparation Program (EPP) at The University of Tampa strives to maintain the highest of standards as it prepares its completers to go into leadership roles in the School District of Hillsborough County, across the state of Florida, and this country to positively impact lives of young people. The EPP supports the state accreditation standards as defined by the Florida Department of Education, and the national accreditation standards as defined by the Council for the Accreditation of Educational Preparation, CAEP.

The Educator Preparation Program (EPP) at The University of Tampa annually collects, reviews, and acts upon the accountability measures identified by CAEP. This data is collected, tracked, and monitored throughout the academic year and then compiled into an annual data report that is disseminated to EPP faculty and shared with stakeholders. At the onset of each academic year, the EPP conducts a data workshop where the information gleaned from the measures is carefully analyzed and sent into committees to develop data informed goals to pursue throughout the academic year.

CAEP (Council for the Accreditation of Educator Preparation) has included four CAEP Accountability Measures that are used to provide information to the public on both *program impact* (Measures 1 & 2) and *program outcomes* (Measures 3 & 4). The accountability measures are: (1) completer impact and effectiveness, (2) employer satisfaction and stakeholder involvement, (3) candidate competency at the time of program completion, and (4) ability of completers to be hired in positions for which they were prepared.

Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development (NA for EDL)

Measure 2: Satisfaction of Employers and Stakeholder Involvement

- Employer Satisfaction Survey — a survey of principals' perception of recent UT graduates' preparation in the region served by the university.
- Stakeholder Feedback Survey — a survey of stakeholders who serve in an advisory role to the EPP to provide guidance, feedback, and input to continuous improvement efforts.

Measure 3: Candidate Competency at Program Completion

- State licensure exam results — including passage rates and mean scores by year and program area.
- Educational Leadership Educator Disposition Assessment (EDLDA) — internally developed and is a proprietary measure

Measure 4: Ability of completers to be hired in education positions for which they were prepared

- Survey of employment— employment rates and average salaries of UT graduates.
- State Employment Report— the annual state employment report provides employment status for completers teaching in Florida public schools.

The Department of Education at the University of Tampa recognizes the importance of providing reliable and accurate information on its Educator Preparation Programs (EPP) to the public. This information serves as the EPP's demonstration of accountability to stakeholders and provision of transparent information to potential candidates.

Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development (NA for EDL)

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Employer Satisfaction Survey Stakeholder Feedback Survey

Employer Satisfaction Survey

The Employer Satisfaction Survey for M.Ed. (EDL) completers is based on the Florida Principal Leadership Standards (FPLS) which are aligned to the NELPs and requires respondents to rate the EPP's candidates along a four-point Likert scale with descriptors moving from: "Ineffective", "Not Very Effective", "Effective", "Very Effective". Principals are asked to rate their satisfaction with the EPP's completers a minimum of one year after the completer has graduated from the program.

The survey results provide insight into the UT Educator Preparation programs and the ways in which employers of graduates in their first and second year of employment feel the program has equipped the graduates for the profession. Results of the survey increased knowledge of employer satisfaction with UT graduates, particularly the graduates' performance aligned to state and national standards of excellence in the field of Educational Leadership. Through using these results, the UT EPP can continue to excel in areas in which graduates are thriving and work to improve the areas that employers view as less successful.

Data results are included below.

Educational Leadership Employer Satisfaction Survey 2021-2022 & 2022-2023 Results

2022-2023 Results

The purpose of this survey is to collect input from the employers of program completers to assist the Education Department in program improvement and revision efforts. In the 2022-2023 academic year, the Educational Leadership Employer Satisfaction Survey was disseminated electronically to the employers of Educational Leadership completers. The FDOE reported employment data for 19 program completers from the Fall 2018 – Spring 2022 cohorts. Of the 19 employers who received the survey, one (1) responded with a response rate of 5%. Weekly email reminders and follow-up phone calls failed to improve the low response rate. The completer evaluated earned exemplary ratings across all evaluation criteria and was a first-year completer. The low response rate prompted program leadership to include the survey from the previous year to inform program improvement efforts.

Educational Leadership Employer Satisfaction Survey 2021-2022 Results

The purpose of this survey is to collect input from the employers of program completers to assist the Education Department in program improvement and revision efforts. The FDOE reported employment data for 32 program completers from the Fall 2018 – Spring 2021 cohorts. Of the 32 employers who received the survey, nine (9) responded with a response rate of 36%.

Category One: Personal Information

Graduation Date: Fall 2018 – Spring 2021

Part One

On the table below, please indicate your perception of this teacher's overall preparedness for teaching by marking a check in the appropriate cell using the following rating key:

- 1 – **Unacceptable** – demonstrates little to no mastery.
- 2 – **Progressing** – demonstrates some level of mastery.
- 3 – **Accomplished** – demonstrates satisfactory mastery.
- 4 – **Exemplary** – demonstrates outstanding mastery.

Comments – Your comments are welcomed and serve to guide the University of Tampa’s Educational Leadership Master’s Program in continuous improvement efforts.

Leadership Behaviors	Unacceptable 1	Progressing 2	Accomplished 3	Exemplary 4
1. Instructional Leadership: promotes a positive learning culture, provides an effective instructional program, and applies best practices to student learning, especially in the area of reading and other foundational skills.		12.5%	45.8%	41.7%
2. Managing the Learning Environment: manages the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promotes a safe, efficient, legal, and effective learning environment.		8.3%	54.2%	37.5%
3. Learning, Accountability, and Assessment: monitors the success of all students in the learning environment, aligns the curriculum, instruction, and assessment processes to promote effective student performance, and uses a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.		16.7%	58.3%	25%
4. Decision Making Strategies: plans effectively, uses critical thinking and problem solving techniques, and collects and analyzes data for continuous school improvement.		16.7%	54.2%	29.2%
5. Technology: plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.		16.7%	54.2%	29.2%
6. Ethical Leadership: acts with integrity, fairness, and honesty in an ethical manner.	4.2%	8.3%	33.3%	54.2%

7. Vision: has a personal vision for the school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.		8.3%	58.3%	33.3%
8. Community and Stakeholder Partnerships: collaborates with families, business, and community members, responds to diverse community interests and needs, works effectively within the larger organization and mobilize community resources.		12.5%	54.2%	33.3%
9. Diversity: understands, responds to, and influences the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community. *		8.3%	58.3%	33.3%
Comments: <ul style="list-style-type: none"> • Great leadership around campus and in classrooms. There is a higher level of involvement and a natural way of work, going above and beyond and seeking win -wins. • Great program to prepare students for leadership. • Ms Rand sets high expectations and differentiated instruction based on data to ensure student success. She also builds great relationships with all stakeholders • Natalie McClain is a rock star! • Wanda Rosado has done a great job with the community and cultural relationships. • Erica Miller has really developed our data systems so that we can track the development of every student. 				

Stakeholder Feedback Survey



The University of Tampa
College of Social Sciences, Mathematics, and Education
Department of Education
Educational Leadership Stakeholder Feedback Results
May 21, 2023
Educational Leadership Advisory Committee

Members of the Educational Leadership Advisory Committee are a valuable component of the UT Department of Education family. We appreciate their willingness to serve on this committee and provide us with their input, feedback and suggestions to guide continuous program improvement efforts.

Number responding: 5/6

Please check all that apply:

Current UT Education Graduate Student Program

Graduate of UT Undergraduate Program

Elementary Classroom Teacher

Elementary School Administrator

County Administrator

Graduate of UT Education Graduate

Secondary School Administrator

District Supervisor Working with Intern

College Dean

Middle School Administrator

1 Adjunct Professor

 1 Other, please specify: UT EDL Coordinator

Part 1: Continuing Program Approval

Please respond to the following prompts/questions.

1. The UT Department of Education strives to be responsive to the needs of the state and local districts. Please share with us how we can work to better meet the needs of your school, district, and/or state.
 - So far, the program seems to be great!
 - UT DOE does a great job with this! The interns I've hosted from the college along with the quality of students I've taught in the Ed. Leadership program have been exemplary! In order to ensure consistency across classes, it would be helpful if more collaboration between professors teaching the same courses was encouraged. As far as issues important for UT students to understand, I would suggest building a strong knowledge base of the new legislation from the state impacting our schools and strategies for meeting the needs of diverse learners in Title I and transformation schools. Because of the huge teacher shortage we're facing in education right now, any efforts related to teacher recruitment, development and retention would also be important for the department to consider. As Hillsborough County transitions to a new superintendent, it be great to rebuild the partnership once held between UT and district. One example was the Turnaround Leadership program that was incredibly valuable.
 - Continue working with the district's professional development department in order to stay up to date on courses needed for certification or professional growth.
 - At the school level, we are struggling to hire and attract qualified teachers. Districts and college of education programs need to work together to make the field more attractive.
 - Perhaps more direct communication with Leadership at school sites.
2. If you are a graduate of the UT Educational Leadership Program, how well prepared did you feel for your first year of administrative work?

Areas where I felt well-prepared:

- I felt most prepared in knowing district policies. Having district leaders as instructors was also beneficial as they prepared us with "real life" scenarios that could present themselves and solutions for them. I felt the least prepared for the managerial aspect of being an administrator over the facilities.

Areas where I felt I need further preparation/training:

- NA

3. If you are a district supervisor for a UT intern or a school-level administrator who has worked with UT candidates/graduates, how would you characterize their level of preparedness for their first year of in a leadership position?

Areas where the candidate/graduate was well prepared:

- I currently have a 2nd year teacher at my school who also completed her final internship with us from UT. She was very well prepared and consequently is performing at the exemplary level in the classroom. Several students I've taught in the Ed. Leadership program have secured AP positions in our district and their principals have reported to me that they are doing quite well in this role!

Areas where the candidate/graduate could be/have been better prepared:

- My intern began the program with little to no knowledge. They have to be heavily supported. More so in the area of data and school responsibilities.
- Interns need someone that is strong and knowledgeable in the areas of data and responsibility.

Part 2: Program Overview

Please respond to the following prompts/questions.

1. Based on your knowledge of the UT Educational Leadership Program, please identify program strengths as well as areas of needed improvement.

Strengths:

- Courses are taught by current or past administrators who can bridge theory with concrete practice. The department has high expectations and is supportive when help is requested to address poor performing students.
- Alignment to district policies. FELE alignment. Breakdown of classes make it manageable for students with full time jobs.
- convenience for working professionals, rich content, experienced administrators and instructors, rich internship opportunities

Improvements needed:

- Consistency across classes & collaboration among administrators. When other professors have reached out to me for assistance, I've shared all of my resources, but this hasn't happened
- An added focus on the managerial part of being an AP.
- strategic ways to support students in written communication, additional focus on district policies and procedures, school board governance, etc.

2. If you have any other comments, suggestions, recommendations, we would appreciate your input.
 - The program seems to be very intensive.
 - Been working with the department since 2017 and always enjoy the experience! (adjunct)
 - The state requires additional preparation for becoming a principal. The district offers a program to fulfill the state requirement for certification. (Preparing New Principals- PNP) The University may offer a similar program that will simultaneously prepare a student for state certification in Ed Leadership and also principal.
 - A strength is that all students are able to work online, and this is convenient for working professionals. For at least 1 session (or the weekend meet up) I feel as though face to face interaction is needed to further support the program and to allow students to apply things they have learned.

Measure 3: Candidate Competency at Program Completion

State licensure exam results

Educational Leadership Educator Disposition Assessment (EDLDA)

For all of the teacher licensure areas in which UT offers programs, Florida contracts with Pearson to provide licensure exams. They are offered at various times throughout the program. Candidates in the M.Ed. (Educational Leadership) program are required to pass the Florida Educational Leadership Exam (FELE). This exam also serves as a graduation requirement.

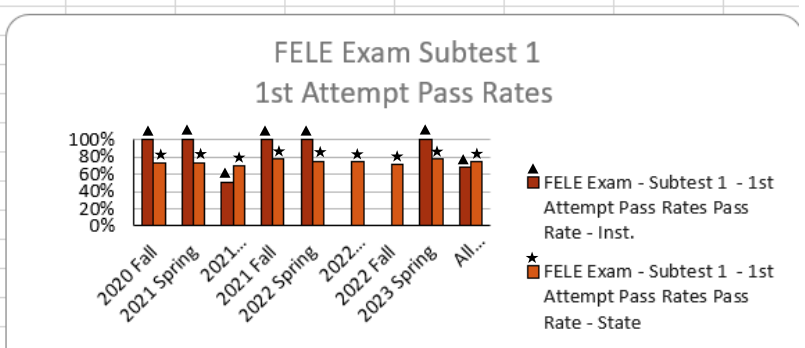
Scores are reported for the 2022-2023 academic year in the table below. The scores represent candidate performance compared to state-wide peers and scan three testing years.

State Licensure Exam Results

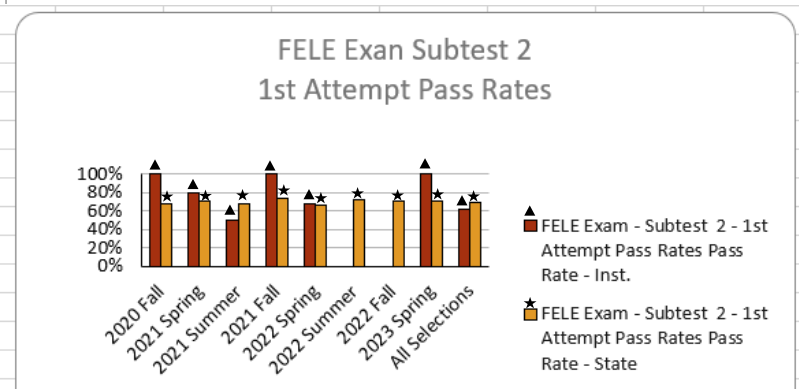
FELE Exam Results

1st Attempt Pass Rates FELE Exam Fall 2020 – Spring 2023

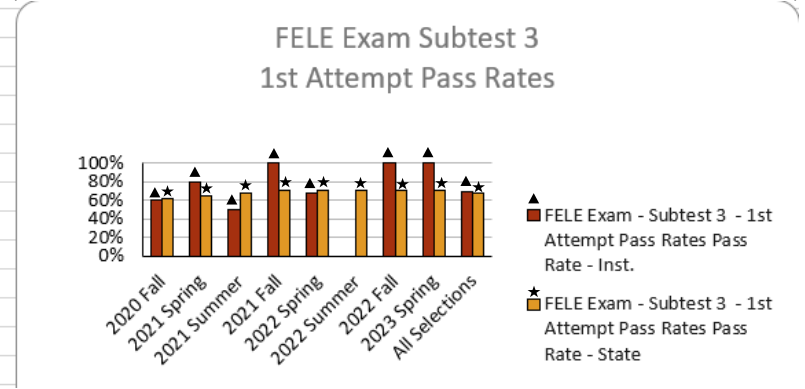
FELE Exam - Subtest 1 - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	100%	73%
2021 Spring	100%	73%
2021 Summer	50%	70%
2021 Fall	100%	77%
2022 Spring	100%	74%
2022 Summer	0%	74%
2022 Fall	0%	72%
2023 Spring	100%	77%
All Selections	69%	74%



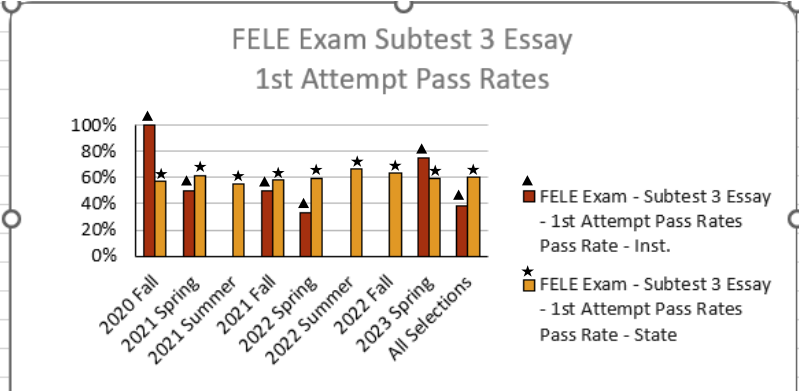
FELE Exam - Subtest 2 - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	100%	68%
2021 Spring	80%	71%
2021 Summer	50%	68%
2021 Fall	100%	73%
2022 Spring	67%	66%
2022 Summer	0%	72%
2022 Fall	0%	70%
2023 Spring	100%	71%
All Selections	62%	70%



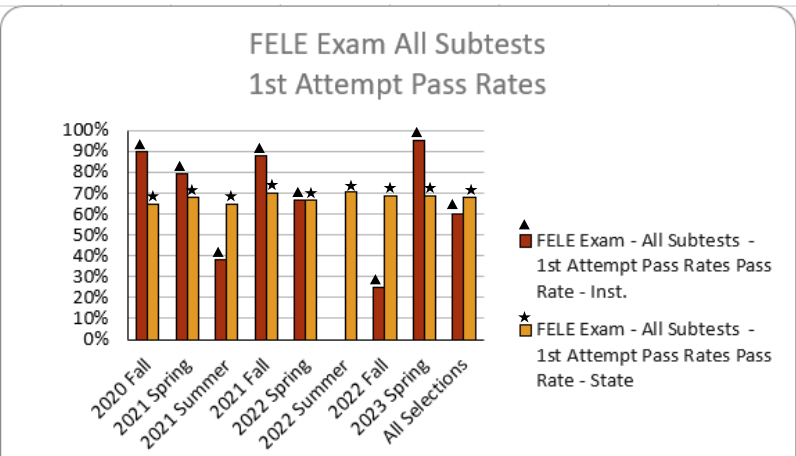
FELE Exam - Subtest 3 - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	60%	62%
2021 Spring	80%	64%
2021 Summer	50%	67%
2021 Fall	100%	71%
2022 Spring	67%	70%
2022 Summer	0%	70%
2022 Fall	100%	71%
2023 Spring	100%	70%
All Selections	70%	68%



FELE Exam - Subtest 3 Essay - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	100%	57%
2021 Spring	50%	61%
2021 Summer	0%	55%
2021 Fall	50%	58%
2022 Spring	33%	59%
2022 Summer	0%	67%
2022 Fall	0%	63%
2023 Spring	75%	59%
All Selections	39%	60%



FELE Exam - All Subtests - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2020 Fall	90%	65%
2021 Spring	79%	68%
2021 Summer	38%	65%
2021 Fall	88%	70%
2022 Spring	67%	67%
2022 Summer	0%	71%
2022 Fall	25%	69%
2023 Spring	95%	69%
All Selections	60%	68%



Educational Leadership Educator Disposition Assessment (EDLDA)

The Educational Leadership Educator Disposition Assessment (EDLDA) instrument was designed with careful consideration of the psychometric properties associated with informal assessment so that any inferences made about a teacher’s disposition are more likely to be true. Psychometric evaluation efforts were made that far extend expectations associated with informal assessments. The effort was done grounded in a sincere attempt to try to clear any confusion about the expectations so that growth in dispositions may be enhanced during coursework and subsequent clinical experience. The instrument is intended to be used at multiple points in the program to track and monitor candidate dispositions that are associated with positive learning impact of P-12 students. Disposition categories are aligned with NELP Standards.

Candidates are formally assessed three times in the program: at admission, midway, and toward the end of their final clinical experience. The checkpoints provide systematic review of student dispositions as they progress through the program. At any time, however, the survey is available to faculty, district mentors, university supervisors, and other professional educators who feel the need to share professional insight regarding the disposition of the student.

Check Points in the Assessment System for Candidate Performance in the M.Ed. (EDL)

The Florida Department of Education requires approved Educational Leadership programs to develop a planned sequence of assessments and institutional review of those assessments pertaining to candidate performance on meeting minimum proficiency benchmarks on the FPLS/NELPs (for CAEP) content and competencies as demonstrated in coursework and field/clinical experiences, on candidate dispositions as well as the Florida Educational Leadership Exam (FELE).

The Department of Education offers points in coursework as well as in field/clinical experiences for candidates to demonstrate mastery of performance. Consequentially, the Department of Education has specific checkpoints where assessments are reviewed. There are at a minimum four (4) checkpoints¹ built into the Department’s management system for the Educational Leadership Program.

Checkpoint One – Beginning of First Semester

Assessed By: EDL Program Coordinator with results of review brought to the ARD Committee

Data Assessed: Candidate self-assessment using Educational Leadership Disposition Assessment (EDLDA), Internship application

Results of Assessment:

- The self-assessment is part of the application process and is reviewed by the EDL Coordinator and ARD. Based on self-assessment data, the EDL Coordinator consults with the SDHC Leadership Office regarding any students of concern. The EDL Coordinator also meets with the candidate to discuss the disposition self-assessment.

Checkpoint Two, Three, Four (Five) etc. – End of Each Semester Until Penultimate Semester

Assessed By: EDL Coordinator, School-based Administrative Mentor, ARD (review of academic work) and the Clinical Education Committee (review of clinical work)

Data Assessed: Educational Leadership Internship Evaluations, Super-Tasks/Critical-Tasks uploaded into the EPPs management system (e.g., Watermark/Livetext), EDLDA, Internship Plan, Internship Hours Log Sheet

Results of Assessment:

- Candidate is recommended to continue in program, records are updated in the EPP's data management systems (e.g., Google docs/Livetext).
- Candidate is referred to the Department Chair and ARD who offers recommendations for intervention/remediation.
- The Department Chair, ARD and the faculty member teaching *EDU 680 Professional Development* work on an intervention/remediation plan as documented in the Candidate Intervention/Remediation Plan form; paperwork is filed in departmental file and a copy is sent to the education advisor.
- Candidates needing intervention/remediation enroll in EDU 680 and work one-on one with EPP faculty for intervention/remediation the next semester.

¹ Graduate candidates may take longer than three semesters to complete the M.Ed. (EDL). If this is the case, some assessment requirements and overview processes are repeated.

Checkpoint Four – End of Third (or Last) Semester

Assessed By: EDL Coordinator, School-based Administrative Mentor, and ARD
Data Assessed: Educational Leadership Internship Evaluations, Super-Tasks/Critical-Tasks, EDLDA, Internship Plan, Internship Hours Log Sheet, other data as documented on the Educational Leadership Individual Program Completion Record (graduation checklist) eg: passing scores on the FELE state licensure exam

Results of Assessment:

- Candidate is cleared to graduate from the program, paperwork (graduation checklist) is filed in departmental file and a copy is sent to the education advisor and the Registrar.
- Candidates who have failed to meet graduating requirements, such as failing to successfully pass the state teacher licensure exam will earn a grade of “I” / “Incomplete” and will not be eligible to graduate from the institution. Once all requirements are fulfilled, a passing grade will be issued.
- Candidate is referred to the Department Chair and ARD who offer recommendations for intervention/remediation.
- Candidate needing remediation could result in delayed graduation if results compromise successful completion of the internship.

Measure 4: Ability of completers to be hired in education positions for which they were prepared Survey of employment State Employment Report

Survey of Employment

2022-2023 Program Completer Hire Data

Program/Academic Year	Number of Completers	Percent of Completers Hired in an Educational Setting	Percent Hired in Non-Educational Setting, Unknown, or Moved on to Graduate School
2022-2023 Educational Leadership	3	100% are working in an educational setting	0%

State Employment Report

The Florida Department of Education provides EPPs with completer employment data for all completers who are teaching or working in an administrative capacity in Florida public schools. This resource is used to disseminate surveys to employers and completers to ascertain their feedback on program and completer quality. The data allows the EPP to track completer employment over time.