



**Department of Education CAEP Accountability Measures
Educational Leadership Advanced Degree Program
2025-2026**

The Educator Preparation Program (EPP) at The University of Tampa strives to maintain the highest of standards as it prepares its completers to serve in leadership roles in the Hillsborough County School District, across the state of Florida, and this country to positively impact the lives of P-12 students. 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 Educator Preparation (CAEP).

The 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 has included four 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. The data shared in this document was collected and reported for the 2024-2025 Academic Year (September 1, 2024- August 31, 2025).

- **Measure 1 (Advanced): Completer Effectiveness and Impact on P-12 Learning and Development (NA for EDL)**
- **Measure 2 (Advanced): Satisfaction of Employers and Stakeholder Involvement**
 - Data sources found below provide information collected on employers' satisfaction with program completers and stakeholder involvement.
 - Employer Satisfaction Survey - a survey of principals' perception of recent UTampa 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 (Advanced): Candidate Competency at Program Completion**
 - Data provided relate to measures the EPP uses to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's data that reflect the ability of EDL candidates to meet licensing

and state requirements or other measures the EPP uses to determine candidate competency at completion.)

- State licensure exam results - including passage rates and mean scores by year.
 - Successful completion of Critical Tasks/Super Tasks
 - Educational Leadership Educator Disposition Assessment (EDLDA) - internally developed and is a proprietary measure
 - EDL Internship Final Evaluation
- **Measure 4 (Advanced): Ability of completers to be hired in education positions for which they were prepared**
 - Data provided include state and EPP collected data related to completers' employment in teaching positions for which they were prepared.
 - Survey of employment - employment rates and average salaries of UTampa 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 & Impact on P-12 Learning and Development (NA for EDL)

Consistent with CAEP guidance and state reporting structures, direct measures of P-12 student learning impact are not available for completers in educational leadership roles. Therefore, Measure 1 is not applicable for the Educational Leadership program.

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Employer Satisfaction Survey

Educational Leadership Advisory Committee (EDLAC) Stakeholder Feedback

Employer Satisfaction Survey

Employer satisfaction is assessed through surveys of school administrators who supervise Educational Leadership program completers. The survey is aligned to the Educational Leadership Standards (FELS) and requires employers to rate completers on a four-point scale ranging from "Ineffective" to "Very Effective." In the 2024-2025 reporting cycle, 7 of 14 employers responded, yielding a 50% response rate, which exceeds acceptable response thresholds for external review.

Results indicate high levels of employer satisfaction, with completers rated at the Accomplished or Exemplary levels across the majority of leadership indicators. Specifically, completers were rated Accomplished or higher on six of the nine leadership standards. Strong performance was noted in

key areas, including ethical leadership (100% Exemplary), instructional leadership (86% Exemplary), and managing the learning environment and decision making (72% Exemplary).

Across remaining indicators, ratings reflected a combination of Accomplished and Exemplary performance, with limited instances (14%) of Progressing ratings in areas such as instructional leadership, assessment, and technology.

These findings indicate that program completers are well-prepared to assume leadership roles and demonstrate the knowledge, skills, and dispositions aligned to the Florida Principal Leadership Standards.

Educational Leadership Advisory Committee (EDLAC) Stakeholder Feedback

Stakeholder input is gathered through the Educational Leadership Advisory Committee (EDLAC), which includes district leaders, practicing administrators, program graduates, and faculty. In the 2024-2025 cycle, 100% of invited stakeholders responded (8 of 8), representing a range of educational roles including elementary and middle school administrators, district personnel, program graduates, and university faculty.

Feedback from stakeholders indicates strong support for the Educational Leadership program and its effectiveness in preparing candidates for leadership roles. Stakeholders consistently identified program strengths, including:

- strong emphasis on real-world, job-embedded experiences
- high-quality internship and practicum opportunities
- experienced faculty, including practicing administrators
- preparation aligned to district systems, policies, and leadership expectations

Stakeholders also noted that program completers are well-prepared to:

- manage day-to-day school operations
- collaborate effectively with colleagues and stakeholders
- apply leadership skills in authentic school contexts

In addition, stakeholders identified areas for continued growth, including:

- expanded preparation in curriculum and instructional leadership
- increased emphasis on data analysis and data-informed decision making
- additional experience with school finance, budgeting, and master scheduling
- opportunities for broader and more diverse clinical and field experiences

Stakeholders emphasized the importance of continued partnerships between the university and local school districts, including increased opportunities for site-based experiences, professional development, and ongoing collaboration.

These findings are systematically reviewed through the EPP's continuous improvement processes and are used to inform program refinements to better align candidate preparation with the evolving demands of school leadership.

Measure 3: Candidate Competency at Program Completion
State Licensure Exam Results (FELE)
Successful Completion of Critical Tasks and Super Tasks
EDL Internship Final Evaluation

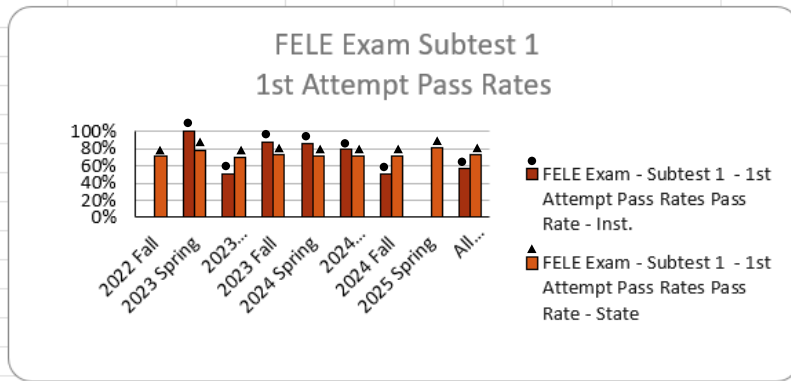
Educational Leadership Disposition Assessment (EDLDA)

Candidate competency is demonstrated through successful completion of state licensure requirements and performance-based assessments aligned to leadership standards.

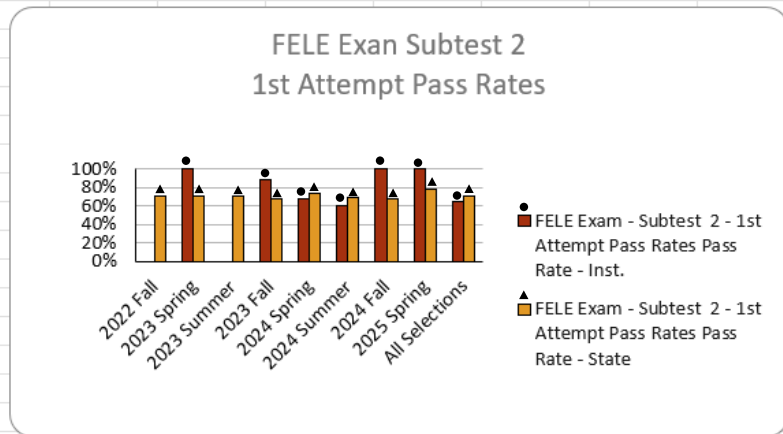
Candidates in the M.Ed. (Educational Leadership) program are required to pass the Florida Educational Leadership Examination (FELE) prior to graduation. This exam serves as a key benchmark for demonstrating candidate readiness and alignment to state leadership standards.

FELE Exam Results
1st Attempt Pass Rates
FELE Exam
Fall 2022-Spring 2025

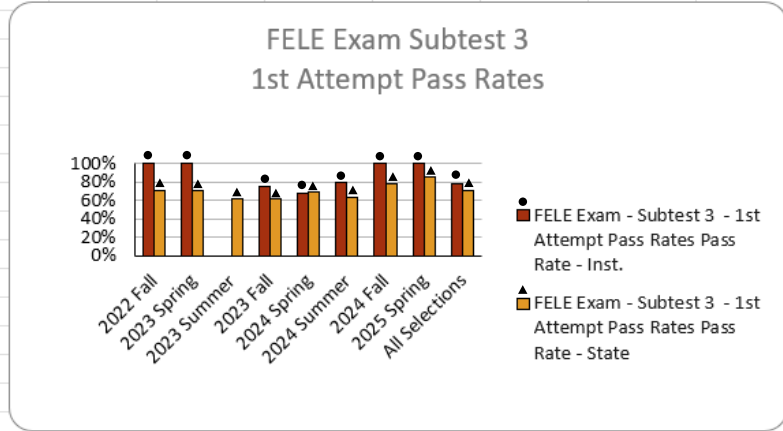
FELE Exam - Subtest 1 - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	0%	72%
2023 Spring	100%	77%
2023 Summer	50%	70%
2023 Fall	88%	73%
2024 Spring	86%	71%
2024 Summer	80%	72%
2024 Fall	50%	72%
2025 Spring	0%	81%
All Selections	57%	74%



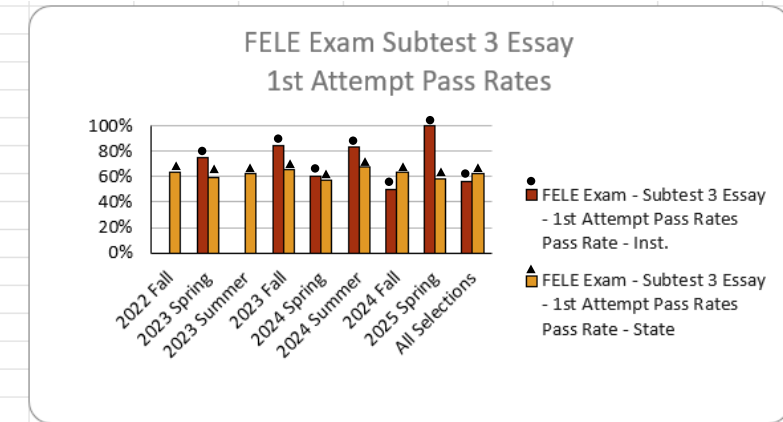
FELE Exam - Subtest 2 - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	0%	70%
2023 Spring	100%	71%
2023 Summer	0%	70%
2023 Fall	88%	67%
2024 Spring	67%	73%
2024 Summer	60%	69%
2024 Fall	100%	68%
2025 Spring	100%	78%
All Selections	64%	71%



FELE Exam - Subtest 3 - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	100%	71%
2023 Spring	100%	70%
2023 Summer	0%	62%
2023 Fall	75%	62%
2024 Spring	67%	69%
2024 Summer	80%	63%
2024 Fall	100%	78%
2025 Spring	100%	85%
All Selections	78%	70%



FELE Exam - Subtest 3 Essay - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2022 Fall	0%	63%
2023 Spring	75%	59%
2023 Summer	0%	62%
2023 Fall	84%	66%
2024 Spring	60%	57%
2024 Summer	83%	68%
2024 Fall	50%	63%
2025 Spring	100%	58%
All Selections	57%	62%



In addition, competency is assessed through a comprehensive system of performance-based measures, including:

- Super Tasks and Critical Tasks aligned to FELS/NELP Standards
- Internship evaluations completed by school-based administrative mentors
- Educational Leadership Disposition Assessment (EDLDA) administered at multiple transition points

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 made 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.

Triangulation of Evidence at Completion

Candidates are formally assessed at multiple checkpoints throughout the program, including admission, midpoint, and final internship. These checkpoints ensure ongoing monitoring of candidate performance, dispositions, and readiness for leadership roles. Candidates who do not meet established benchmarks are provided targeted remediation through structured intervention processes.

Competency at completion is verified through multiple measures, including:

- FELE passage
- Internship performance evaluations
- Super Task and Critical Task proficiency
- Educational Leadership Disposition Assessment (EDLDA) results

Candidates must successfully meet all program requirements, demonstrate proficiency across leadership standards, and complete all clinical and assessment expectations to be recommended for graduation.

Measure 4 (Advanced): Ability of Completers to be Hired in Positions for Which They Were Prepared
Survey of Employment
State Employment Report

The EPP monitors employment outcomes through state employment reports and program-collected data.

Findings indicate that program completers are successfully employed in educational settings, with many advancing into leadership or leadership-track positions within school districts. For the most recent reporting cycle, 100% of completers were employed in an educational setting working in a position for which they were prepared.

Employer feedback further supports these outcomes, with administrators indicating strong confidence in program completers and a high likelihood of continued employment and advancement within leadership roles.

These data demonstrate that program completers are competitive in the job market and are successfully hired in positions aligned with their preparation in educational leadership.

Survey of Employment
2024-2025 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
2024-2025 Educational Leadership	7	100% are working in an educational setting	0%