



**Department of Education CAEP Accountability Measures
Educational Leadership Advanced Degree Program
2024-2025**

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 Results 2023-2024

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 2023-2024 academic year, the Educational Leadership Employer Satisfaction Survey was disseminated electronically to the employers of Educational Leadership completers. The FDOE reported employment data for 29 program completers from the Fall 2019 – Spring 2023 cohorts. Of the 29 employers who received the survey, four (4) responded with a response rate of 14%. This return rate lies within the good response level for external reviews which is 10%-15%.

Category One: Personal Information

Graduation Date: Fall 2019 – Spring 2023

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.			25%	75%

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.			25%	75%
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.			25%	75%
4. Decision Making Strategies: plans effectively, uses critical thinking and problem solving techniques, and collects and analyzes data for continuous school improvement.			25%	75%
5. Technology: plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.			25%	75%
6. Ethical Leadership: acts with integrity, fairness, and honesty in an ethical manner.				100%
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.				100%
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.			25%	75%
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.			25%	75%

Stakeholder Feedback Survey



The University of Tampa
College of Social Sciences, Mathematics, and Education
Department of Education
Educational Leadership Stakeholder Feedback Results
May 9, 2024
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: 8/8 UT faculty did not complete the survey but are noted in the “Other” category below.

Please check all that apply:

- | | |
|--|--|
| <input type="checkbox"/> Current UT Education Graduate Student | <input type="checkbox"/> 2 Graduate of UT Education Graduate Program |
| <input type="checkbox"/> Graduate of UT Undergraduate Program | <input type="checkbox"/> Secondary School Administrator |
| <input type="checkbox"/> Elementary Classroom Teacher | <input type="checkbox"/> District Supervisor Working with Intern |
| <input type="checkbox"/> 4 Elementary School Administrator | <input type="checkbox"/> College Dean |
| <input type="checkbox"/> 1 County Administrator | <input type="checkbox"/> 2 Middle School Administrator |
| <input type="checkbox"/> 1 Adjunct Professor | |
| <input type="checkbox"/> 3 Other, please specify: Resource Teacher, UT EDL Coordinator, UT Director of Educator Preparation Programs | |

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.
 - Sessions like this are helpful where you share your work and gain input into your content and leadership preparation.
 - Continue to train effective school leaders.
 - A way to meet the needs of schools is providing the schools with interns that can help support students as they prepare for their own role as educational leaders.
 - My suggestion based on limited exposure to the graduate program would be to offer diverse experiences in a variety of schools and offer a leadership lens with necessary specifics that include multiple districts.
 - Being a recent graduate of the UT Ed Leadership program I think there are great aspects to the program. I was one of the students who passed all section of the FELE the first time. I would have loved more exposure to curriculum and instruction. Especially the master schedule and school scheduling of students to best support student learning. I would have also liked to have more experience with the finances of a school. The finance class was awesome but to bring it to the next level I would have liked to be able to work and manipulate a budget to get more experience with the inner workings of the decisions being made with the money given by the state and district.
 - For students in the EDL program, having hands on and in the moment experiences is necessary for successful transition into a site based administrative role.
 - I think university educators must be connected to the issues faced at schools. This must include regular visits to local school sites and regular dialogue with school and district administrators. One of our biggest challenges is teacher recruitment and retention. We need to tackle this issue by working together and supporting each other.
 - Teachers in Hillsborough County could benefit from PD sessions offered by UT professors. This can also serve as a strong marketing tool for UT's graduate programs.
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. "

As a UT graduate, I felt prepared to manage situations that could arise as a first-year administrator, that was in part because our activities and assignments were focused on real-life application. Where I felt I needed further preparation was in making instructional decisions based on data."

- I am a recent graduate of the program and I feel very prepared to enter the role of an administrator. The instruction supported my day-to-day operations at my school and helped me understand my position better. I think that areas I feel less familiar with are curriculum and instruction, the classroom curricular interventions, and the deep data dives into students learning to target our most at risk students. The master schedule is the document that controls the entire school and that was very clear when in the class at UT, I just wish I was more comfortable talking about the master schedule, the creation of the master schedule, and all the decisions made during this time.

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:

- UT graduates tend to perform very well in Hillsborough in their leadership positions.
- Very prepared. Open to feedback and collaboration.
- As an HCPS administrator, I have only worked with UT interns and hired UT graduates as teachers. They have been exceptional and potential leaders. In fact, one of my highest performing ELA teachers and future administrator was a UT undergraduate.
- UT graduates seem well prepared in planning and lesson planning.
- Our UT grad was well prepared but beyond her pedagogical knowledge and skills in instructional delivery, she has been able to adapt well to the daily stressors associated with teaching in a Title I school. She knows when to ask for help and she follows through with next step suggestions. She steers clear of negativity and models a "can do" spirit that has been contagious among our staff.

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

- They could stand to have more support in written communication, data analysis/decision making and everyone should have a firm understanding of ethical behavior and professionalism. I think lots of issues arise today related to technology and social media and graduates could stand to discuss those issues prior to moving into leadership.
- Administrators overall still struggle to perform as instructional leaders and create effective problem solving plans for change management.

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:

- UT graduates are well respected leaders in our district and are supportive in getting them ready for their leadership roles.
- Practicum, quality learning materials, exposure to admins, networking
- Provided students with real life application. Preparation for FELE, Knowing systems of the school district.
- Experienced professors! Improvement: Broader internship experiences, conferences and opportunities to collaborate and network.
- School Law, Finance, Problem Solving, Decision Making, Technology,
- Based on conversation and seeing others that have graduated from the program at UT, the programs exceeds expectations to prepare educators for a role in administration. Again, real world and on-site experiences would best benefit learners. While content and pedagogy are necessary, situational experiences are necessary to provide learners the opportunities to prioritize their responses/actions while continuing to ensure safety and academic/behavioral success for all students.
- Program is comprehensive, students are held to high expectations, students receive on the job training during the internship.
- Working administrators serving as adjunct professors
- Valuable field experiences and internship requirements
- Relevant texts, articles & case studies included in coursework
- Department supervisors and personnel are reflective and open to adjustments that enhance the educational experiences for students

Improvements needed:

- Continue to add coursework and field experiences related to administrators' most difficult responsibilities. A survey of administrators may be helpful here, but this will most likely include topics such as behavior management in high poverty schools, effective ways to provide job-embedded coaching for teachers and time management strategies to balance instructional leadership with school management tasks.
- Clarity in written communication, more practice with PD for adult audiences and exploring ways adults learn, more practice with disaggregating data to make instructional decisions.

- Curriculum and Academic Interventions
 - Preparing students for next steps in becoming an administrator -example; For those who will be going through Future Leaders Academy (FLA) preparing them to see themselves as the leader on campus and not just the leader in the classroom or department.
2. If you have any other comments, suggestions, recommendations, we would appreciate your input.
- Thank you for always being willing to partner with us! We wish we had grants still to build our leadership pool even more.
 - Students complete a capstone project for program.
 - What is the programs level of engagement with Charter schools?
 - I wish that I had more experience with the Ed. Leadership program to offer more feedback. I have been very impressed with the undergraduate program and all of the efforts to create outstanding and prepared teachers. I am proud to be a part of it! I enjoyed collaborating with my group! Thank you - :o)
 - Thank you for this opportunity. I would love to help in anyway to continue the amazing things going on at UT.
 - While students may be in their internships at a particular school site, allow for the learners to choose another school to view different leadership styles for one day. This would give the opportunity for them to see how other educational settings run their schools and see different systems that are put in place.
 - Love the opportunity to be involved and teach in this department!

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.

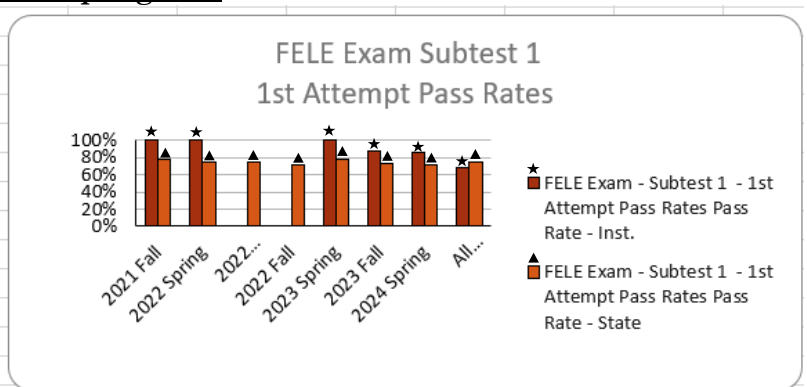
Scores are reported for the 2022-2023 academic year in the table below. The scores represent candidate performance compared to state-wide peers and scan three testing years.

State Licensure Exam Results

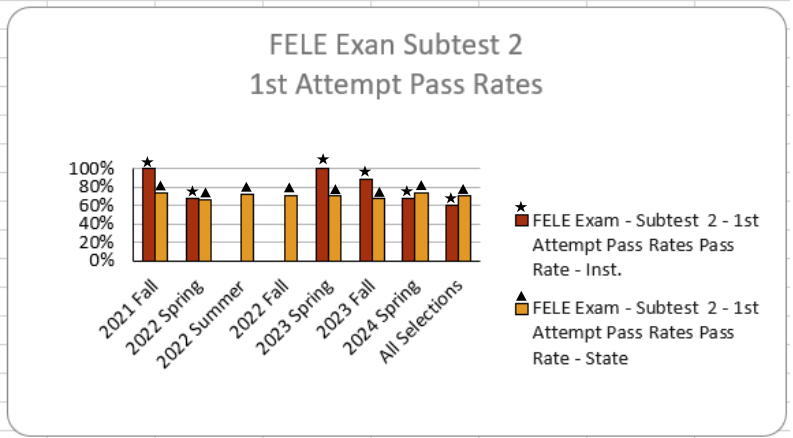
FELE Exam Results

1st Attempt Pass Rates
FELE Exam
Fall 2021 – Spring 2024

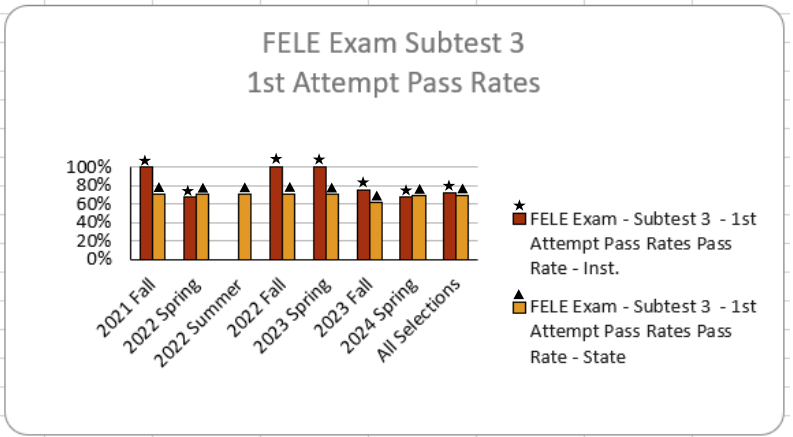
FELE Exam - Subtest 1 - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	100%	77%
2022 Spring	100%	74%
2022 Summer	0%	74%
2022 Fall	0%	72%
2023 Spring	100%	77%
2023 Fall	88%	73%
2024 Spring	86%	71%
All Selections	68%	74%



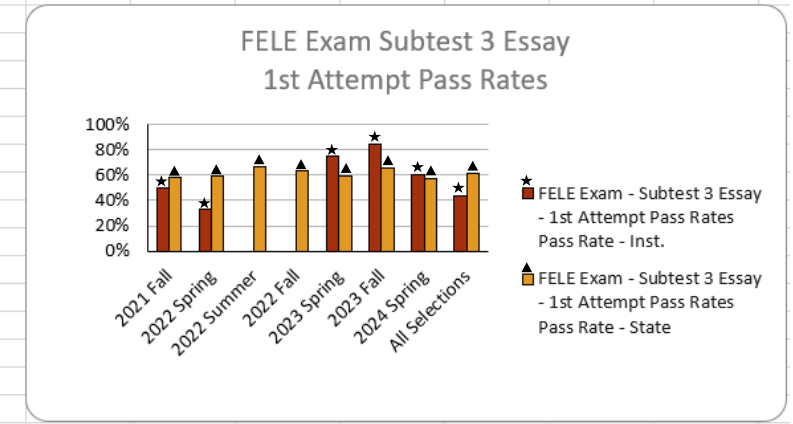
FELE Exam - Subtest 2 - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	100%	73%
2022 Spring	67%	66%
2022 Summer	0%	72%
2022 Fall	0%	70%
2023 Spring	100%	71%
2023 Fall	88%	67%
2024 Spring	67%	73%
All Selections	60%	70%



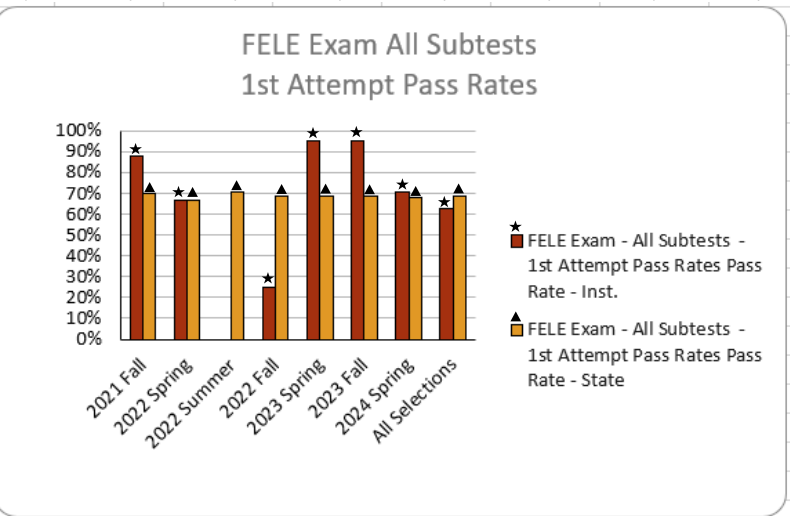
FELE Exam - Subtest 3 - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	100%	71%
2022 Spring	67%	70%
2022 Summer	0%	70%
2022 Fall	100%	71%
2023 Spring	100%	70%
2023 Fall	75%	62%
2024 Spring	67%	69%
All Selections	73%	69%



FELE Exam - Subtest 3 Essay - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	50%	58%
2022 Spring	33%	59%
2022 Summer	0%	67%
2022 Fall	0%	63%
2023 Spring	75%	59%
2023 Fall	84%	66%
2024 Spring	60%	57%
All Selections	43%	61%



FELE Exam - All Subtests - 1st Attempt Pass Rates		
Program Year	Pass Rate -	Pass Rate - State
2021 Fall	88%	70%
2022 Spring	67%	67%
2022 Summer	0%	71%
2022 Fall	25%	69%
2023 Spring	95%	69%
2023 Fall	95%	69%
2024 Spring	71%	68%
All Selections	63%	69%



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/Livertext), 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/Livertext).
- 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

2023-2024 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
2023-2024 Educational Leadership	11	64% are working in an educational setting	36%

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.