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.
Measures:

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
2020-2021
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 25 program completers from the Fall 2018 – Spring 2020 cohorts. In addition, the EDL Coordinator provided employment information for those same completers, thus verifying employment in Florida public/charter schools during the 2020-2021 academic year. Of the 25 employers who received the survey, nine (9) responded with a response rate of 36%.

Category One: Personal Information
Graduation Date: Fall 2018 – Spring 2020

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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Unacceptable 1</th>
<th>Progressing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td>66%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>55%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>11%</td>
<td>55%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>4. Decision Making Strategies: plans effectively, uses critical thinking and problem solving techniques, and collects and analyzes data for continuous school improvement.</td>
<td>11%</td>
<td>66%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>5. Technology: plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</td>
<td>11%</td>
<td>55%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>6. Ethical Leadership: acts with integrity, fairness, and honesty in an ethical manner.</td>
<td></td>
<td>22%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>66%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>44%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>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. *</td>
<td></td>
<td>66%</td>
<td>34%</td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

- [Name] has demonstrated an incredible work ethic, ability to remain professional in multiple situations, and been a valuable member of the administrative team.
- He is an outstanding administrator and will be great wherever he is at. He was selected as Hillsborough County's Rookie of the Year Assistant Principal—truly deserving.
- [Name] has done a great job and is a hard worker, she is proactive in her approach and always takes initiative.
- [Name] has been serving as our Middle School Dean and is involved and leading efforts in community service, Diversity and Inclusion, student support services and admissions. He has not been teaching in the classroom, hence I identified some of these areas (specific to teaching) as "progressing." Overall, he has been an outstanding member of our community and a well respected leader.
- [Name] will be completing his first few months as an Assistant Principal and shows great potential for areas that he is learning. His growth for many areas is based on gaining experience. He has done a wonderful job these past few months.

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**Stakeholder Feedback Survey**

The University of Tampa  
College of Social Sciences, Mathematics, and Education  
Department of Education  
Educational Leadership Stakeholder Feedback Results  
May 13, 2021
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.

Please check all that apply:

- [ ] Current UT Education Graduate Student
- [ ] Graduate of UT Education Graduate Program
- [ ] Graduate of UT Undergraduate Program
- [ ] Secondary School Administrator
- [ ] Elementary Classroom Teacher
- [x] Elementary School Administrator
- [ ] District Supervisor Working with Intern
- [ ] College Dean
- [ ] County Administrator
- [ ] Middle School Administrator
- [ ] Adjunct Professor
- [ ] Other, please specify: Retired Principal and District Representative

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.
   - [x] Prepare teachers and administrators for the complexities of working with high poverty students. This should include addressing their own biases and understanding the effects of trauma on kids. Advocate for the needs of public schools at the state level.
   - [x] Continue the networking between the University and the district.
   - [ ] The more opportunities students have to take part in scenarios the better. I also think it would be great for students to spend time on other sites. I know this is difficult because they need to be in their classrooms during those same hours so I do not have a solution for this just yet, but I will continue to think of ways this could happen.
   - [x] Continue program focused on inquiry based research.
   - [ ] Real application of theories; in the field quest speakers; case studies
   - [ ] Partnering on special initiatives and providing PD.

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:
   - Assignments at UT required real life application, which ultimately helped me to feel extremely prepared as a first year administrator. In addition the program helped me develop a level of confidence that was essential to completing my first year.
   - I was very well prepared. All of my internship was done in elementary and my first job as an AP was in a high school. I never felt that I could not make the decisions needed in that role and much of that is due to the preparations we had in the program.
   - VERY WELL PREPARED! I feel fortunate to have matriculated through such a quality program that makes me knowledgeable and competitive!
   - I understood, the budget, and how to provide effective feedback to teachers.
   - Making decisions and knowing school law; relationships and building school culture; School safety and operational/organizational leadership
   - Curriculum leadership; Organizational leadership
Areas where I felt I need further preparation/training:

- Developing instructional leaders and having "fierce conversations" with all stakeholders.
- "More practice with teacher observation and how to better delegate using the staff and leaders on your campus"
- NA as a student. As a professor continued collaboration with the local school districts in addition to Educational Leadership professional organizations such as FAPEL.
- Finance/budget management

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:

- In my experience, they leave UT with the knowledge they need to be successful but their effectiveness is also largely based on their own maturity and their ability to think globally and empathetically beyond the classroom.
- Not a district supervisor. As a retired school administrator, the candidates/graduates appear well prepared as evidence by the post-graduate comments.
- The rigor is good for the students

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

- Ability to observe teachers and provide effective feedback. Knowledge to plan and organize school initiatives.
- Analysis and research based applications of management.
- Instructional practices
- Using professional judgement to make in-the-moment decisions, how to build strong relationships with diverse populations, ways to have high expectations without stressing teachers to the point of transfer and skills for having uncomfortable conversations or writing effective memos to document teachers through progressive discipline.
- Always the use of data for analysis. This is a continued skill.
- Finance and HR

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:

- Hiring professors who are sitting administrators brings relevancy to the program! My students love to come to my school for ghost walks and other activities.
- Strengths of the UT - Educational program are; having various district employees as professors, this practice is beneficial to students since professors are able to give direct feedback on district expectations of their administrators. Another strength is the focus given to the Leadership rubric and familiarizing students with it. Another extremely important strength is the test preparation for the FELE.
• I felt that the faculty was a strength. They were knowledgeable and have walked in the shoes. All of them also put other leaders in front of us as well.
• Students selected for the program are extremely competent and motivated.
• Great Teachers
• Internship experiences and opportunities were very helpful—I would advocate for more opportunities to shadow leaders at the school and district level.

Improvements needed:
• Similar to items mentioned above. Just more exposure to real-world scenarios and opportunities to role-play ways to handle situations. Professors need access to a "bank" of these scenarios that can be gleaned from multiple school administrators. This way educational leadership students are not limited to just the experiences of their professor.
• Preparing students to develop others.
• Future partnerships with the neighboring districts.
• Students understanding of school finance and HR practices

2. If you have any other comments, suggestions, recommendations, we would appreciate your input.
• Just so glad to get back to teaching at UT :-)
• Please develop a Doctorate program. :)
• Excellent program and continued rigorous selection process.
• Continue to use experts in the field
• Thank you!!

**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 2020-2021 academic year in the table below. For each exam, the number of candidates taking the exam and the passing rates for candidates are reported.

**State Licensure Exam Results**

**Graduate: Educational Leadership Program**

<table>
<thead>
<tr>
<th>M.Ed. Educational Leadership</th>
<th>Number of Candidates (EPP/State) Tested in FELE</th>
<th>% of State Passing</th>
<th>% of EPP Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>14 / 1966</td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>53 / 2332</td>
<td>81%</td>
<td>92%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>33 / 1852</td>
<td>84%</td>
<td>82%</td>
</tr>
</tbody>
</table>
### 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) checkpoints built into the Department's management system for the Educational Leadership Program.

### Checkpoint One – Beginning of First Semester

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2020</strong></td>
<td>21 / 1509</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Fall 2020</strong></td>
<td>20/2178</td>
<td>65%</td>
<td>90%</td>
</tr>
<tr>
<td><strong>Spring 2021</strong></td>
<td>20/2338</td>
<td>68%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**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

2020-2021 Program Completer Hire Data

<table>
<thead>
<tr>
<th>Program/Academic Year</th>
<th>Number of Completers</th>
<th>Percent of Completers Hired in an Educational Setting</th>
<th>Percent Hired in Non-Educational Setting, Unknown, or Moved on to Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021 Educational Leadership</td>
<td>14</td>
<td>100% are working in an educational setting while 7.5% are in leadership roles</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.