



Department of Education CAEP Accountability Measures  
 Educational Leadership Advanced Degree Program  
 2021-2022

The Educator Preparation Program (EPP) at The University of Tampa strives to maintain the highest of standards as it prepares its completers to leadership roles in the School District of Hillsborough County, across the state of Florida, and this 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 Educator 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 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 work where the information gleaned from the measures is carefully analyzed and 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 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 P2 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

- x State licensure exam results including passage rates and mean scores by year and program area.
- x 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 (nt(la)) e 126M

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

Measure 1: Completer Effectiveness and Impact on P2 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 NELAP and requires respondents to rate the (33·V FDQGLGDWJH/IDNRUQWDFIROXJZLWKGHEVECTUENWTRUVPRYL Very Effective, Effective, Very Effective, 3ULQFLSDOV DUH DVNHG WR UDWH (33·V FRPSOHWHUV D PLQLPXP RI RQH \HDU DIVWHU WKH FRP

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 show that the program has increased knowledge of employer 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  
20212022  
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 2020-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 2020-Spring 2021

Part One

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

<p>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.</p>		12.5%	45.8%	41.7%
<p>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.</p>				

relationships in the classroom, the school and the local community.				
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Comments:

- x Great leadership around campus and classrooms. There is a higher level of involvement and a natural way of work, going above and beyond and seeking improvement
- x Great program to prepare students for leadership.
- x Ms Rand sets high expectations and differentiated instruction based on data to ensure student success. She also builds great relationships with all stakeholders

~~Es /A°QTP! a†Dx~~

Areas where I felt well prepared:

- x As a district resource teacher, I felt very comfortable with utilizing data (quantitative and qualitative) problem solve and develop action plans. The area where I needed more preparation was dealing with the opposition of leadership (getting them to see my whys behind my decisions).

Areas where I felt I need further preparation/training:

3. If you are a district supervisor ~~for~~ 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:

- x Always growing leaders in the areas of equity and instructional leadership are needed.

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

## 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:

- x Strengths flexible attendance and completing the program within a year.
- x Strengths: The application of the course ~~work~~ problem solving strategies, focused on the real/relevant situations occurring in schools, use of data to drive change, Improvements: the politics of education dealing with opposition, how to get others (all stakeholders), the human side of education (how to balance life and the work)
- Improvements needed ~~NA~~

2. If you have any other comments, suggestions, recommendations, we would appreciate your input.

- x Continue to recruit diversity in educational leadership

### 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 Educational Leadership Exam (FELE). This exam also serves as a graduation requirement.

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

## State Licensure Exam Results

FELE Exam Results

1<sup>st</sup> Attempt Pass Rates

## Educational Leadership Educator Disposition Assessment (EDLDA)

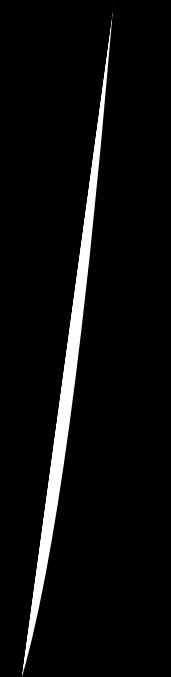
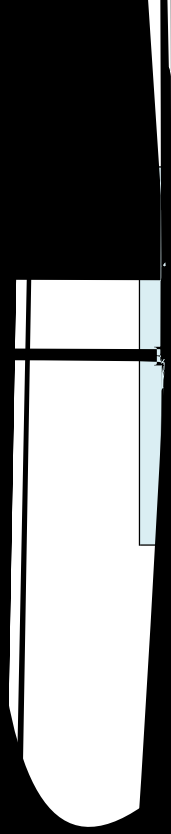
The Educational Leadership Educator Disposition Assessment (EDLDA) instrument was designed with careful consideration of the psychometric properties associated with informal assessment so that any LQIHUHQFHV PDGH DERXW D WHDFKHU V GLVSRVLWLRQ DUH were made that far extend expectations associated with 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 observational 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 students. Disposition categories are aligned with Florida 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. Any time, however, the survey is available to faculty, 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.







Measure 4:

of

Program/Academic Year		
2021-2022 Educational Leadership	8	50% are working in an educational setting

### State Employment Report

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