

Educational Leadership, M.Ed.

2023-2024 Program Completers

In November 2025, 75 program completers were surveyed about their satisfaction with the Educational Leadership program and their preparation in accordance with the Florida Educational Leadership Standards (FELS). We received 22 responses, for a 29% response rate. One individual opened the questionnaire but completed only the employment item. Thus, that response is included in the employment data but eliminated from all other analyses.

Employment Information (N = 22)

What is your current employment status?	n %	Job Title, State, School District
I am currently in an educational leadership role.	15 68%	Administrative Dean, FL, Escambia
		Assistant Principal - Okaloosa County
		Assistant Principal - Okaloosa County School District in Florida
		Assistant Principal, DeSoto County, FL
		Assistant Principal, FL - Bay District Schools
		Assistant Principal, FL, Collier
		Assistant Principal, Florida, Okaloosa County School District
		Dean of Students, FL, Santa Rosa
		Dean of Students, Florida, Santa Rosa
		Director of Instruction, Bratislava, Slovakia
		ESE Coordinator, FL, Santa Rosa County Schools
		Staff Training Specialist, FL, Bay
		Vice Principal
Vice Principal, Florida, Sumter County		
I am currently in an instructional position and not seeking an educational leadership role.	1 4.5%	Resource Teacher, Florida, Escambia
I am currently in an instructional position but seeking an educational leadership role.	5 23%	English Teacher, Florida, Escambia County Public Schools
		Interventionist, Florida, Osceola County
		Interventionist, Florida, Osceola this is part of the leadership team at my school
		Resource/Intervention Teacher, FL, FLVS
		Teacher, Florida, Walton
Other (describe)	1 4.5%	Currently in an instructional position (resource teacher) with many administrative responsibilities; considering pursuing a full leadership role. Leon County, Florida.

The county in which the completer is employed is split nearly evenly between our local service area (9 responses) and other counties in Florida. One completer is employed outside of the United States.

Overall Satisfaction (10-point scale) (N = 21)

Item	Mean Satisfaction	Std Dev Satisfaction
Overall satisfaction with your program of study	9.38	1.47
Overall effectiveness as an educational leader	8.86	1.28
Overall program preparation for the realities of a leadership role	8.86	1.90
Likelihood of recommending UWF to someone looking for a degree in educational leadership	9.15	2.06

Data by FELS using a 5-point scale ranging from 5 = Very Satisfied to 1 = Not at All Satisfied (N = 21)

FELS	Mean	SD	~% Positive	~% Neutral	~% Negative
Std 1: Professional and Ethical Norms (3 items)	4.84	0.54	95.2%	3.2%	1.6%
Std 2: Vision and Mission (3 items)	4.84	0.54	95.2%	3.2%	1.6%
Std 3: School Operations, Management, and Safety (3 items)	4.65	0.81	92.1%	1.6%	6.4%
Std 4: Student Learning and Continuous School Improvement (4 items)	4.75	0.73	92.9%	2.4%	4.8%
Std 5: Learning Environment (3 items)	4.73	0.65	92.1%	6.4%	1.6%
Std 6: Recruitment and Professional Learning (3 items)	4.73	0.54	95.2%	4.8%	
Std 7: Building Leadership Expertise (4 items)	4.76	0.65	92.9%	4.8%	2.4%
Std 8: Meaningful Parent, Family, and Community Engagement (3 items)	4.75	0.62	93.7%	4.8%	1.6%

Note* Results by Response Group are approximates due to rounding.

Summary of Data by FELS

Overall, the data show strong performance across all FELS, with means ranging from 4.65 to 4.84 on a 5-point scale. Positive response rates are consistently high (about 92–95%), indicating satisfaction across standards.

The highest-rated areas are Professional and Ethical Norms and Vision and Mission (both 4.84). The only area showing slightly more variability is Standard 3 (School Operations, Management, and Safety), which, while still strong, has the lowest mean score (4.65) and the highest proportion of negative responses (6.4%). Even so, its overall positive rating remains at 92%, suggesting that perceptions are still favorable but more mixed than those for other standards.

Item Level Statistics (N = 21)

Item	Mean	SD	% Positive	% Neutral	% Negative
Std 1: Professional and Ethical Norms					
Following professional norms to promote the academic success of all students.	4.86	0.49	95%	5%	
Acting ethically to ensure the well-being of all students.	4.90	0.44	95%	5%	
Accepting accountability for all students by identifying barriers that may impact the academic success of all stakeholders (i.e., students, parents, community members, etc.)	4.76	0.70	95%		5%
Std 2: Vision and Mission					
Collaborating with all stakeholders (i.e., parents, students, community members, etc.) to enact a shared vision/mission/values to promote the success of all students.	4.95	0.22	100%		
Supporting the development /implementation of systems to achieve the vision/mission of the school, adjusting when applicable.	4.86	0.48	95%	5%	
Using student academic data to help drive decisions that support effective classroom instruction focused on the academic development of all students.	4.71	0.78	90%	5%	5%
Std 3: School Operations, Management, and Safety					
Managing school operations to cultivate a safe school environment.	4.71	0.72	95%		5%
Managing the school's resources responsibly, engaging in effective decision-making to ensure the well-being of all students.	4.71	0.72	95%		5%
Utilizing best practices in conflict resolution for all stakeholders related to school needs.	4.52	0.98	86%	5%	10%
Std 4: Student Learning and Continuous School Improvement					
Supporting continuous improvement to uphold the academic success of all students.	4.76	0.70	95%		5%
Utilizing comprehensive student data-driven progress monitoring systems to provide coaching to improve student learning.	4.67	0.91	90%		10%
Promoting the effective use of data analysis with school personnel for all student subgroups to minimize achievement gaps.	4.71	0.78	90%	5%	5%
Maintaining a school culture of high expectations that enables school personnel to support the academic growth of all students.	4.86	0.48	95%	5%	
Std 5: Learning Environment					
Cultivating a caring yet rigorous school community that promotes the academic success of all students.	4.81	0.51	95%	5%	
Facilitating a comprehensive system, including policies/procedures to address student misconduct fairly.	4.62	0.81	90%	5%	5%
Delivering actionable feedback about instructional practices driven by standards-aligned content to support the development of instructional personnel's skills.	4.76	0.63	90%	10%	
Std 6: Recruitment and Professional Learning					
Offering professional learning opportunities to ensure the well-being of all students.	4.62	0.59	95%	5%	
Attending to personal learning by engaging in need-based professional learning.	4.67	0.58	95%	5%	
Modeling self-reflection practices.	4.90	0.44	95%	5%	
Std 7: Building Leadership Expertise					
Cultivating a supportive environment that develops other school leaders to foster the academic success of all students.	4.86	0.48	95%	5%	
Providing opportunities for mentoring new personnel.	4.67	0.80	90%	5%	5%
Developing productive working relationships among personnel to build professional capacity that improves instructional practices.	4.76	0.77	90%	5%	5%
Assisting with the development of a pipeline of future leaders.	4.76	0.54	95%	5%	

Item	Mean	SD	% Positive	% Neutral	% Negative
Std 8: Meaningful Parent, Family, and Community Engagement					
Utilizing multiple means of reciprocal communication to build relationships with stakeholders (i.e., parents, families, and community members) to help the success of all students.	4.67	0.80	90%	5%	5%
Recognizing stakeholders for their contributions that enhance the school community.	4.76	0.54	95%	5%	
Utilizing appropriate technologies to partner with various stakeholders on student-related items (i.e., expectations, academic performance, etc.)	4.81	0.51	95%	5%	

Summary of Item Level Statistics

Survey results indicate strong overall performance across all leadership standards, with mean ratings consistently in the high range (4.5–4.9). However, several areas emerge as priorities for targeted improvement, based on comparatively lower mean scores and higher response variability. Conflict resolution shows the greatest opportunity for growth, with the lowest mean score and highest standard deviation, suggesting inconsistent confidence or preparation in this skill. Similarly, systems for addressing student misconduct fairly, data-driven coaching and progress monitoring, stakeholder communication, and mentoring of new personnel show slightly lower ratings and greater response spread than other domains. These areas represent complex, practice-dependent leadership skills and may benefit from additional applied training, real-world scenarios, and structured supports.

Summary of Open-Ended Comments

Overall, completers reported positive experiences with the educational leadership program, highlighting its affordability, strong UWF instructors, helpful internship format, and solid preparation for school leadership roles. The program was complimented for engaging professors, meaningful field experiences, and responsiveness, with several reviewers recommending it to others and noting they secured leadership positions after graduation.

However, common concerns included too much theory and insufficient practical application, redundant content, and limited coverage of challenges in low-funded schools. Completers wanted more real-world assignments, especially around conflict resolution and leadership in difficult contexts. The most common critique included the number of adjuncts teaching the courses. Several completers commented about their preference for courses taught by UWF faculty.

Themes:

- **Desire for more real-world application:** *Several comments about more practical experiences, real-world assignments, and conflict-resolution scenarios would benefit the students.*
- **Strong overall preparation for leadership roles:** *Multiple comments about being well prepared, securing leadership jobs, and growing professionally.*
- **Instructor effectiveness strongly shapes the student experience:** *Completers perceive inconsistent teaching quality and unfair feedback. Completers associate full-time faculty with higher quality, alignment, and better learning experiences.*
- **Need for training in under-resourced and low-engagement school environments:** *Completers mentioned they wanted preparation for the hardest real-world scenarios, not just ideal settings.*
- **Appreciate affordability, one-class-at-a-time pacing, and internship format:** *Accessibility and pacing support for working educators were mentioned several times as strengths of the program.*

Seven completers indicated they are willing to participate in a follow-up interview to provide additional information. Contact the Office of Assessment and Accreditation to obtain the contact information of those individuals.