Saint Leo University
College of Education and Social Services

Initial Teacher Preparation Program Effectiveness and Accountability Report 2019-2020 through 2021-2022

Introduction:

Saint Leo University and the College of Education and Social Services are committed to the preparation of high-quality teachers. This report is a compilation of data from several sources such as the Title II report, the Institutional Program Effectiveness Plan, and other state reports. The Florida Department of Education Office of Educator Preparation requires that this report be available to the public.

This report was created by the Office of Education Program Approval, College of Education and Social Services. For questions about this report, please contact Dr. Lin Carver at melinda.carver@saintleo.edu.

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Saint Leo University has the following Florida State Approved Teacher Preparation Programs:

- Elementary Education/ESOL/Reading (K-6): Bachelor's
- Middle Grades English/ESOL/Reading (5-9): Bachelor's
- Middle Grades Social Science (5-9): Bachelor's
- Exceptional Student Education/ESOL/Reading (K-12): Master's
- Reading (K-12): Master's

Previous State Approved Programs that have been discontinued:

- Educator Preparation Institute (K-12): Post-Graduate
- Exceptional Student Education (K-12): Master's
- Middle Grades Mathematics/Reading (5-9): Bachelor's
- Middle Grades Mathematics: Master of Arts in Teaching
- Middle Grades Science/Reading (5-9): Bachelor's
- Middle Grades Social Science: Master of Arts in Teaching
- Middle Grades Social Science/Reading (5-9): Bachelor's

Updated August 2022

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Section 1: Program Information

Admission Criteria

Admission Requirements to Institution's State-Approved Title II Teacher Preparation Programs		
Element (* indicates a required field.)	Undergraduate	Post Graduate
*Application – Entry	Yes	Yes
*Application – Exit	Yes	Yes
*Fee/Payment – Entry	No	Yes
*Fee/Payment – Exit	Yes	Yes
*Transcript – Entry	No	Yes
*Transcript – Exit	No	No
*Fingerprint Check – Entry	No	No
*Fingerprint Check – Exit	No	No
*Background Check – Entry	No	No
*Background Check – Exit	No	No
*Experience in a classroom or working with children – Entry	No	Yes
*Experience in a classroom or working with children – Exit	Yes	Yes
*Minimum number of courses/credits/semester hours completed – Entry	Yes	No
*Minimum number of courses/credits/semester hours completed – Exit	Yes	Yes
*Minimum High School GPA	No	No
*Minimum Undergraduate GPA – Entry	Yes	Yes
*Minimum Undergraduate GPA – Exit	Yes	No
*Minimum GPA in Content Area Coursework – Entry	Yes	No
*Minimum GPA in Content Area Coursework – Exit	Yes	No
*Minimum GPA in Professional Education Coursework – Entry	Yes	Yes
*Minimum GPA in Professional Education Coursework – Exit	Yes	Yes
*Minimum ACT Score	No	No

Element (* indicates a required field.)	Undergraduate	Post Graduate
*Minimum SAT Score – Entry	No	No
*Minimum SAT Score – Exit	No	No
*Minimum GRE Score – Entry	No	Yes
*Minimum GRE Score – Exit	No	No
*Minimum Basic Skills Test Score (GK) – Entry	Yes	No
*Minimum Basic Skills Test Score (GK) – Exit	Yes	No
*Subject Area/Academic Content Test or Other Subject Matter Verification – Entry	No	No
*Subject Area/Academic Content Test of Other Subject Matter Verification – Exit	Yes	Yes
*Minimum Miller Analogies Test Score – Entry	No	No
*Minimum Miller Analogies Test Score – Exit	No	No
*Recommendations – Entry	No	Yes
*Recommendations – Exit	No	No
*Essay or Personal Statement – Entry	No	Yes
*Essay or Personal Statement – Exit	No	No
*Interview	No	No
*Resume – Entry	No	Yes
*Resume – Exit	Yes	No
*Bachelor's Degree or Higher – Entry	No	Yes
*Bachelor's Degree or Higher – Exit	Yes	Yes
*Job Offer from School/District	No	No
*Personality Test (e.g. Myers-Briggs Assessment)	No	No
Other, specify:		
*What is the minimum GPA required for admission into the program?	2.5	3.0
*What is the minimum GPA required for competing the program?	2.5	3.0

Element (* indicates a required field.)	Undergraduate	Post Graduate
Provide a link to your website where additional information about admission requirements can be found:		
Elementary, B.A.: http://saintleo.catalog.acalog.com/preview_program.php?catoid=38&poid=5854&returnto=4731 Middle Grades, B.A.: http://saintleo.catalog.acalog.com/preview_program.php?catoid=38&poid=5890&returnto=4731 Master of Education: http://saintleo.catalog.acalog.com/content.php?catoid=39&navoid=4811		
*Indicate when students are formally admitted into your institution's state-approved teacher preparation programs.	Junior Year	Entry to the University
*Does your institution conditionally admit students to state-approved teacher preparation programs?	No	No
Please provide any additional information about or exceptions to the admissions information provided above:		GRE/MAT scores may be waived for students entering the graduate programs who have a GPA of 3.0 or above in the last 60 hours of upper-division work that led to the bachelor's degree.

Enrollment Information

2019-2020							
Gender							
Males Admitted		**Females Admitted**			**Total Admitted**		
12		82			94		
Race/Ethnicity							
Ethnicity	**Race**						
Hispanic/Latino	**American Indian/ Alaska Native**	**Asian**	**Black/African American**	**Native Hawaiian / Pacific Islander**	**White**	**Two or more races**	**Unknown**
13	4		9		61		20

2020-2021							
Gender							
Males Admitted		**Females Admitted**			**Total Admitted**		
6		75			81		
Race/Ethnicity							
Ethnicity	**Race**						
Hispanic/Latino	**American Indian/ Alaska Native**	**Asian**	**Black/African American**	**Native Hawaiian / Pacific Islander**	**White**	**Two or more races**	**Unknown**
5		1	8		66		6

2021-2022							
Gender							
Males Admitted		**Females Admitted**			**Total Admitted**		
4		96			100		
Race/Ethnicity							
Ethnicity	**Race**						
Hispanic/Latino	**American Indian/ Alaska Native**	**Asian**	**Black/African American**	**Native Hawaiian / Pacific Islander**	**White**	**Two or more races**	**Unknown**
13	1	1	7	0	86	0	5

Supervised Clinical Experience

Academic Year:	2019-2020	2020-2021	2021-2022
Average number of clock hours required prior to student teaching	202.5	202.5	202.5
Average number of clock hours required for student teaching	560	560	560
Number of full-time faculty in supervised clinical experience during this academic year	10	10	10
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (1HE and PreK-12 staff)	27	27	27
Number of students in supervised clinical experience during this academic year	490	345	430

Placement Rate

Program	# of 2015-2016 Program Completers	# Employed in either 2016-2017 or 2017-2018	Percent Employed in First Two Years following Completion
Elementary, BA	55	53	96.36%
Middle Grades English, BA	7	7	100%
Exceptional Student Ed, MED	18	15	83.33%
Reading, MED	26	25	96.15%

Program	# of 2016-2017 Program Completers	# Employed in either 2017-2018 or 2018-19	Percent Employed in First Two Years following Completion
Elementary, BA	63	55	87.3%
Middle Grades English, BA	5	3	60%
Middle Grades Social Science, BA	5	4	80%
Exceptional Student Ed, MED	13	12	92.31%
Reading, MED	19	18	94.74%

Program	# of 2017-2018 Program Completers	# Employed in either 2018-2019 or 2019-2020	Percent Employed in First Two Years following Completion
Elementary, BA	49	42	85.71%
Middle Grades English, BA	3	2	66.67%
Middle Grades Social Science, BA	3	2	66.67%
Exceptional Student Ed, MED	10	9	90%
Reading, MED	20	18	90%

Section 2: Teacher Certification Test Pass Rates and Scaled Scores

General Knowledge Test Pass Rates by Program

Candidates in Saint Leo University teacher education programs leading to initial certification are required to pass all portions of the General Knowledge test (GKT) prior to admission to the program, unless they already have a Florida Teacher's Certification.

2020-2021	
Program	% Passing the Exam
Elementary, BA	100%
Middle Grades English, BA	100%
Middle Grades Social Science, BA	100%
Exceptional Student Ed, MED	100%
Reading, MED	All MED Reading students admitted hold a teaching certificate. Therefore, they are not required to take the GKT.

Professional Education Exam Pass Rates

Candidates are required to attempt the Professional Education Exam (PED) before beginning the Final Internship. Candidates are required to pass the PED prior to degree conferral. Our MED Reading program is not an initial certification and all students admitted already hold a teaching certificate. Therefore, they are not required to take the PED.

Professional Education Exam: Overall Pass Rates			
Year	Pass Rate – Institution	# Takers – Institution	# Pass – Institution
2020-2021	78%	93	73

Subject Area Exam Pass Rates

For those seeking initial teacher certification or wanting to add additional certifications to their license, candidates are required to attempt the Subject Area Exams (SAE) before beginning the Final Internship. Candidates are required to pass the SAE prior to degree conferral.

2020-2021				
Program	Test	# Taking the Exam	# Passing the Exam	% Passing the Exam
Elementary, BA	Elementary Education K-6*	54	32	59%
Middle Grades English, BA	Middle Grades English 5-9*	N is too low to report.		
Middle Grades Social Science, BA	Middle Grades Social Science 5-9	N is too low to report.		
Exceptional Student Ed, MED	Exceptional Student Education K-12	19	15	79%
Reading, MED	Reading K-12	16	11	69%

*There are multiple sub-tests for indicated subject area exams. Thus, the count of students taking the exam are inflated. Individual students are counted for each sub-test.

Section 3: Effective Use of Technology Preparation

In order to best prepare pre-service teachers to use technology in pedagogically sound ways, Saint Leo has developed a 21st Century Classroom with current and emerging technologies for both professor and student use during coursework. The classroom hosts multiple interactive whiteboards including Mimio Teach and Smartboards, student response systems, class sets of iPads, iPods, Macbooks, Apple TV, document cameras and other current and emerging technologies. All students take multiple classes in the 21st Century classroom so have many opportunities to use the equipment.

Every education course integrates technology with teaching and learning in at least one major assignment. For example, in the Elementary Language Arts course, candidates use Web 2.0 tools to complete digital storytelling projects and for practicing oral language assessment. E-books and other online activities for children are reviewed and interactive whiteboards are used to create learning activities and assessments. In the Social Studies Methods course, candidates use movie-making programs to create mini-documentaries on historical events. Web 2.0 tools are used to develop critical thinking activities for history and geography. In the Adolescent Literacy course, candidates use Web 2.0 tools to create technology-enhanced book trailers and use social media to keep abreast of current trends in young adult literature. In the assessment course, candidates explore iPad apps and online tools for management and record keeping. In the Educational Technology course, students experience a wide array of tools and learn how to bridge theory and practice by applying them to multiple technologies throughout the semester.

Social networking has increasingly become an integral part of educational and professional communities. Saint Leo teacher candidates use Twitter, Flipgrid, and Edmodo, as tools in their college classes,

practicum classrooms, as well as to continue their own professional development about technology and teaching.

Saint Leo teacher candidates learn to use technology effectively to collect, manage, and analyze data. In EDU 427 Educational Assessment, candidates use electronic gradebooks to organize and integrate assessment information. They determine measures of central tendency, analyze assessment data, and appropriately adjust planning and instructional strategies to meet student needs. In EDU 350 Middle/Secondary School Curriculum and Philosophy, candidates engage in a school data report assignment in which they use web 2.0 tools to create infographics to analyze and visually represent school data. During final internship, candidates complete an "Impact on Student Learning" project in which they design and administer a pre-test assessment, analyze the pre-test data, plan instruction, administer a post-test/assessment, analyze the results, and using technology, graphically prepare a representation and analysis of the data (charts/graphs).

Teacher Technology Summer Institute

Emphasizing the use of technology in pedagogically sound ways to support student achievement throughout the University coursework is only part of becoming a digital educator. In order for our candidates to be successful in the effective use of technology, they must have the opportunity to apply the foundational knowledge within their field placement experiences. Survey results from our candidates indicated the need to place our learners in technology-friendly K-12 environments. Some candidates reported that their cooperating teachers embraced, supported, and modeled the use of technology. Others reported cooperating teachers did not use technology and would not allow the candidate to as well. We realized we needed to reach out to our district teachers and support their growth as digital educators, and then intentionally place our candidates with these teachers. In 2014, the Saint Leo University Teacher Technology Summer Institute began following the professional development model of the National Writing Project. District teachers and one university professor each summer work with twenty K-12 teachers who have applied to be part of the institute, agreed to be cooperating teachers for our candidates, conduct professional development within their schools, and complete a one-year action research studying the impact of technology on student academic achievement. During the one-week institute, participants are informed and supported in creating action research projects, presented with emerging technologies to use in their classrooms, and provided with time to engage in collegial conversations about how to grow in their own use of technology as well as how to provide effective mentoring of a pre-service teacher. Due to Covid 19 constraints the Technology Summer Institute could not be offered during the 2020 and 2021 summer sessions.

Section 4: Preparation for Effectively Teaching Students with Disabilities and Limited Language Proficiency

The Graduate Exceptional Student Education program at Saint Leo University uses the infused model in the ESE program with two standalone ESOL courses and the infusion of ESOL standards in the other courses in the program to prepare teacher candidates. The focus is on using the model to develop knowledge of cross-cultural issues, applied linguistics, teaching methods, and assessment to help work with ELLs. In the standalone courses a range of activities are used to help with the development of

language skills and content knowledge for ELLs. Language development activities focus on knowledge of the structural aspects of language, so that a teacher can provide instruction with phonological development, sound production, morphological, semantic, and syntactic aspects of English language to help with language and literacy instruction. The standalone courses also provide multiple in-depth, graduate-level instruction and experiences in teaching methodology with a focus on implementing culturally sensitive pedagogy, modifying instruction and assessment so that ELLs of varying levels of language proficiency can access content knowledge and be adequately assessed in them. Teacher candidates also learn to interpret assessments for ELLs to become aware of Florida assessment of English skills for ELLs and expand on their knowledge of assessment strategies for ELLs. In the infused courses, activities continue to focus on teaching methods, materials and modification of lessons and assessment for ELLs. The infusion model is tracked through the use of rubrics which assess for 80% or higher level of proficiency and is housed in an electronic assessment system. Three field experience points are used to observe teachers implementing instructional experiences for ELLs. One field experience is observed in a standalone ESOL course, while the other two are part of the core curriculum of the ESE program.

Preparing Teachers to teach ELLs (Undergraduate Education)

The Undergraduate Education program at Saint Leo University uses the infused ESOL model in the Elementary Education and Middle Grades Education programs with two standalone ESOL courses and the infusion of ESOL standards in other courses in the different programs to prepare pre-service teacher candidates to teach ELLs. The focus of these programs is on using the infused model to develop foundational knowledge of cross-cultural issues, applied linguistics and application knowledge of teaching methods, and assessment to help work with ELLs. In the standalone courses a range of activities are used to help with the development of language skills and content knowledge for ELLs. Language development activities focus on knowledge of the structural aspects of language, so that a teacher can provide instruction with phonological development, sound production, morphological, semantic, and syntactic aspects of the English language to help with language and literacy development. The standalone courses also provide multiple experiences in teaching methodology with a focus on cross-cultural awareness in the classroom, modification of instruction and assessment so that ELLs of varying levels of language proficiency can access content knowledge and be adequately assessed in them. Teacher candidates also learn to interpret assessments for ELLs to become aware of Florida assessment of English skills for ELLs and expand on their knowledge of assessment strategies for ELLs. In the infused courses, activities continue to focus on teaching methods, materials and modification of lessons and assessment for ELLs. The infusion model is tracked using rubrics which assess for 80% or higher level of proficiency and is housed in an electronic assessment system. Field experiences are built into the two standalone ESOL courses and are monitored within the course to observe teachers implementing instructional experiences for ELLs. One additional field experience observation is done as part of the infused model during the program.

Preparing Teachers to teach students with disabilities:

Undergraduate students are provided a multidisciplinary view of students with Mild/Moderate Disabilities and how to include students with disabilities in the educational system. Students begin by learning the history of special education and the legislation that has impact on providing special education services for students with disabilities. Undergraduate students are taught how to make

accommodations for students with Mild/Moderate disabilities by reviewing case studies and examining evidence-based instruction and assessment such as RTI. Other topics are covered such as IEPs and the importance of collaborating with major stakeholders. EDU 304 Human Exceptionalities in the Classroom is a course offered that specifically covers these topics and then these topics are infused in the methods courses as well as courses with required field experience.

Graduate Exceptional Education students begin their program by examining laws impacting special education, ethics, and diversity/overrepresentation and types of Mild/Moderate disabilities. They continue to take infused courses where they create lesson plans that make accommodations for students with disabilities as well as students identified as needing ELL services. Working with struggling readers, they scaffold learning by collecting and analyzing assessment data for the five major reading strands. In addition, they triangulate the data and plan lessons that provide oral/aural language and writing experiences. Moreover, they develop lessons and apply instruction to meet students' needs. Not only do ESE graduate candidates review reading assessment they make connections to the RTI and its implications for identification of students with disabilities. Candidates also gain knowledge and understanding for differentiation of instruction. To be an effective ESE teacher, ESE graduate students create a behavior management plan and learn the nuisances of implementing classroom management. They need to understand how students transition, thus ESE graduate candidates complete an IEP with transition and align this to a lesson plan that demonstrates knowledge for understanding the need to include transition and academic goals. Field experiences are woven throughout the program to provide multiple classroom experiences.

Section 5: Title II Program Goals

Teacher Shortage Area	Year	
Special Education: Goal	2019-20	Increase the number of graduates who are prepared to successfully pass the subject area exam and to positively impact student growth out in the field.
	2020-21	Construct SAE information, questions, and case studies to further support students' attempts at passing the SAE.
	2021-22	Increase the number of graduates who are prepared to successfully pass the subject area exam and to positively impact student growth out in the field.
Special Education: Goal Met?	2019-20	Yes
	2020-21	Yes
Special Education: Description of Strategies Used to Achieve Goal	2019-20	Work with marketing to increase recruitment and marketing to be evaluated using the enrollment data.

	2020-21	Professional Learning Communities, Florida DOE resources
Special Education: Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal	2019-20	Need to create updated brochures and increase enrollment activities.
	2020-21	Embedded questions in synchronous sessions throughout the program.
Special Education: Provide any additional comments, exceptions and explanations.		Suspension of testing and student contact because of the virus make it difficult to judge growth in this area.

Section 6: Assurances

The training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based upon past hiring and recruitment trends	Yes
The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.	Yes
Prospective general education teachers receive training in providing instruction to students with disabilities.	Yes
Provide a description of the activities that prepare general education teachers to teach students with disabilities effectively.	In EDU 352 and 465 candidates receive instruction in addressing needs of students with disabilities. Based upon the instruction the candidates have received, candidates construct, teach, and reflect on lessons with accommodations in all 4 seminars.
Provide a description of the activities that prepare general education teachers to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.	Candidates learn about IEPs and how to write them accessing the DOE links. They examine sample IEPs and discuss it. During EDU 304 candidates participate in IEPs as they are available. Plans are being made to include a practice IEP Mursion session in the final internship.

Does your program prepare special education teachers?	Yes
If yes, provide a description of the activities that prepare special education teachers to teach students with disabilities effectively.	Only in the Masters' in ESE are students prepared for this field. The ESE standards are embedded in all the courses and the assignments are created to give the student the opportunity to apply the knowledge to practice. There are also field experience opportunities in the program in which students work directly with ESE students to practice instructional methods, strategies, and assessment methods designed specifically for ESE students. In EDU 646, Assessment for ESE, the students work with an elementary and secondary student with disabilities using a variety of assessments (NRT, CRT, performance based, CBM). In EDU 653, Collaborating for Inclusive Settings, students provide tutoring to a student with disabilities using technology and focus on ELA, math, and vocabulary. In these instances, the students are required to use strategies designed for ESE including the use of accommodations and modifications.
If yes, provide a description of the activities that prepare special education teachers to participate as a member of individualized education program teams, as defined in section 314(d)(1)(B) of the Individuals with Disabilities Education Act.	In the Master's in ESE program there are several courses in which students engage with the individual education plan. In EDU 672, the students conduct a case study of a student of which they were a member of the IEP team. Students analyze their work on the IEP team and practice developing academic support, accommodations, modifications and related supports for ESE students by developing an IEP for the case student and then presenting the content of the IEP orally. In addition, the student provides one to one tutoring with ESE students while collaborating, consulting, and teaming with ESE teams including families in EDU 653 Collaborating for Inclusive Settings. In their EDU 674 practicum, students work with a small group of students (5) assessing, instructing, and measuring outcomes in reading.
If yes, provide a description of the activities that prepare special education teachers to effectively teach students who are limited English proficient.	In the Master's in ESE program, in several courses (i.e. Assessment for ESE, Instructional Design for ESE, Collaborating for Inclusive Settings, Introduction to Special Education, and Theories and Methods for ESE) , ELL standards are embedded in which the students focus on providing instruction, embedding strategies,

	and develop assessment including language acquisition strategies specific to ELL students. In two of their courses (Assessment for ESE & Collaborating for Inclusive Settings) the students focus on ELL population, including their families, and develop instructional plans and assessment that is designed for students learning a second language. In addition, one of the courses requires students to work with a culturally and linguistically diverse family to ensure a successful education plan.
Prospective general education teachers receive training in providing instruction to limited English proficient students.	Yes
Provide a description of the activities that prepare general education teachers to effectively teach students who are limited English proficient.	Elementary and Middle Grades English candidates take EDU 341 and 342. Middle Grades Social Studies candidates take EDU 340. In EDU 341, 342, and 340 candidates receive instruction in addressing needs of Limited English proficient students. Based upon the instruction the candidates have received, candidates construct, teach, and reflect on the modifications in all 4 seminars.
Prospective general education teachers receive training in providing instruction to students from low-income families.	Yes
Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.	Yes
Describe your institution's most successful strategies in meeting the assurances listed above.	Our most successful strategies included school and district partnerships and targeted courses that supported these areas.