AAQEP Annual Report for 2024

Provider/Program Name:	Seidel School of Education, Salisbury University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12/31/2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

Brief History of Salisbury University

Salisbury University (SU), a regional comprehensive university, is the largest four-year institution on Maryland's Eastern Shore and is part of the University System of Maryland, which includes 12 institutions, 3 regional centers, and a system office. SU students are divided between 6,288 undergraduates (89.5%) and 737 graduate students (10.5%), as of Fall 2024. Forty-eight (48) undergraduate majors, 14 master's degree programs, and two doctoral programs compose SU programs. SU, a Maryland University of National Distinction, is the third largest producer of Maryland teachers. With a student/faculty ratio of 13:1 and average class size of 23, SU's mission, vision, and core value statements exemplify the university's commitment to a student-centered experience. The Seidel School of Education is grounded in a tradition of teacher preparation that began in 1925 as the Maryland State Normal School at Salisbury. The Seidel School of Education, endowed since 1997, has nationally recognized programs. The Seidel School, known for programs that "make a difference", prepares students for careers as educators, school administrators, and outdoor education leadership. Seidel students gain real-world experience with partners in multiple settings including

professional development schools, the May Literacy Center, homeschool programs, AmeriCorps (ShoreCorps) volunteer experiences, and community outreach initiatives. Collaboration between the Seidel School programs and its partners has a long history. For over a decade, the Regional Professional Development School network has provided a forum for local and regional schools to collaborate with education programs. Each year, about 1,100 SU education students are placed for clinical practice in educational settings. Four AAQEP-accredited undergraduate majors are housed in the Seidel School of Education, including Elementary Education, Early Childhood Education, Elementary Education with Dual Certification in Early Childhood Education, and Physical Education. The Seidel School of Education provides concentrations that lead to secondary education (7-12) or preK-12 certification in majors offered by the Henson School of Science and the Fulton School of Liberal Arts. The Seidel School of Education's AAQEP-accredited graduate programs are M.Ed. in Educational Leadership and M.Ed. in Reading Specialist.

Salisbury University Mission and Key Commitments
Salisbury University's current Mission statement was adopted in 2014 and revised in 2019 to reflect the change in campus structure: Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work, and education and applied master's and doctoral programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered. Students learn from professional educators in small classroom settings, faculty and professional staff serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. Through our privately endowed Schools and Honors College, and the College of Health and Human Services, we foster an environment where individuals prepare for career and life, including their social, physical, occupational, emotional, and intellectual well-being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland and the United States and from around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation

Salisbury University Core Values
The core values of Salisbury University are excellence, student centeredness, learning, community, civic engagement, and diversity and inclusion. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principle values, the University embraces, through its shared governance bodies, the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education.

Samuel W. and Marilyn C. Seidel School of Education
The Seidel School of Education at Salisbury University is comprised of three academic departments: 1) Early and Elementary Education, 2) Secondary and Physical Education, and 3) Leadership and Literacy Studies. While each department meets the distinct needs of both undergraduate and graduate students, the faculty embrace opportunities to teach, serve, and conduct research collaboratively across departments within the Seidel School as well as with other schools on campus and within the broader context of the University System of Maryland and the community.

The Seidel School of Education has a robust Professional Development School Network that provides teacher candidates with diverse clinical practice experiences across 43 school sites located in 7 public school districts. It also has three education-related Living Learning Communities that provide learning opportunities that extend beyond the traditional classroom experience and help first year students develop leadership skills as they engage in service-learning experiences alongside exemplary faculty members.

Mission
The mission of the Seidel School of Education is to provide opportunities for our students to become excellent professionals in the field of Education. To implement this mission, the Seidel School fosters outstanding teaching, scholarship/creative activity, and service and cultivates a learning-centered community which strives to meet national standards for excellence by offering high quality, innovative professional programs. The Seidel School is committed to community involvement, professional collaboration, regional partnerships, and national and international outreach in an increasingly diverse and interdependent society.

Profile of the Department of Early and Elementary Education (DEEE)
The Department of Early and Elementary Education (DEEE) offers a Bachelor of Science in Early Childhood Education (Pre-K-grade 3), Elementary Education (grades 1-6), as well as an Elementary Education with Dual Certification in Early Childhood Education (Pre-K-grade 3). The Elementary Education program is Nationally Recognized by the International Literacy Association (ILA) as of 2022, recognizing its strength in preparing educators in the practice of literacy education. Additionally, the department offers its elementary education degree through a cohort model at a regional higher education center, the Eastern Shore Higher Education Center located on the campus of Chesapeake College, a public community college in Wye Mills, MD (approximately 60 miles from the main campus). This allows students on the mid-shore (north of Salisbury University) to complete their coursework near to home. The DEEE candidates may also choose to "add-on" an Upper Division Certificate (UDC) in Special Education offered in partnership with the University of Maryland Eastern Shore (UMES), an historically black, public research sister institution in the University System of Maryland located approximately 12 miles south of our main campus. In this certificate program, candidates can enroll in six online courses through UMES during winter and summer semesters, leading to an add on certificate to be licensed to teach special education in Maryland.

Profile of the Department of Secondary and Physical Education
The Department of Secondary and Physical Education offers undergraduate and graduate programs that lead to secondary education certification in many liberal arts and science disciplines, including biology, chemistry, earth science, English, French, history/social studies, mathematics,

physics, and Spanish. PreK-12 certification is available in music (vocal and instrumental), ESOL, and physical education. Additionally, a 16-month, cohort-based Master of Arts in Teaching (M.A.T.) is offered, which is an initial licensure program for Secondary Education candidates who have a bachelor's degree in a relevant content area and wish to pursue a teaching career. This program is offered in partnership with UMES.

Profile of the Department of Leadership and Literacy Studies
The Department of Leadership and Literacy Studies is a new department that formed from the 2024 merger of the previous Department of Education Leadership and Department of Literacy Studies. This department houses the Master of Education (M. Ed.) programs, which are designed for P-12 educators and leaders and higher education professionals seeking advanced degrees. Three tracks of M. Ed. programs are offered, designed for teachers, school leaders, and those pursuing careers in post-secondary education. Additionally, a post-baccalaureate certificate in higher education is offered, as well as poster-master certificates in the area of educational leadership. This department also houses the relatively new undergraduate major, Outdoor Education Leadership, and undergraduate minors in Leadership Studies, Military Science Leadership, and Outdoor Education Leadership. It also offers an M.Ed. Reading Specialist program is Nationally Recognized by the International Literacy Association (ILA) as of 2022, recognizing its strength in preparing literacy educators and leaders. It offers a Master of Education Reading Specialist Program, a professional degree and certification program designed to prepare reading educators in instructional and leadership capacities for K-12 school settings. It also offers a Doctor of Education (Ed.D.) in Contemporary Curriculum Theory and Instruction: Literacy.

Programs Accredited by AAQEP
AAQEP accredits the following Salisbury University programs:
- **Initial Programs**
  - Bachelor of Science in Early Childhood
  - Bachelor of Science in Elementary Education
  - Bachelor of Science in Early Childhood/Elementary Education Dual Certification
  - Bachelor of Science in:
    - Biology (Secondary)
    - Chemistry (Secondary)
    - Earth Science (Secondary)
    - English to Speakers of Other Languages (PreK-12)
    - English (Secondary)
    - French (PreK-12)
    - History (Secondary)
    - Mathematics (Secondary)
    - Music (PreK-12)
    - Physics (Secondary)

- Spanish (PreK-12)
- Bachelor of Science in Physical Education (PreK-12)
- Master of Arts in Teaching (M.A.T.)
  - Biology
  - Chemistry
  - English
  - Earth Science
  - French
  - History
  - Mathematics
  - Music
  - Physics
  - Spanish
- Master of Arts in English: TESOL
- **Advanced Programs**
  - Master of Education in Educational Leadership
  - Master of Education: Reading Specialist

Public Posting URL

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

https://www.salisbury.edu/academic-offices/education/accredited-programs.aspx

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 06/24)	**Number of Completers** in most recently completed academic year (12 months ending 06/24)
Programs that lead to initial teaching credentials			
Master of Arts in Teaching: Biology	*Initial Certification:* Secondary Biology (Grades 7-12)	0	0
Master of Arts in Teaching: Chemistry	*Initial Certification:* Secondary Chemistry (Grades 7-12)	0	0
Master of Arts in Teaching: English	*Initial Certification:* Secondary English (Grades 7-12)	1	0
Master of Arts in Teaching: Earth Science	*Initial Certification:* Secondary Earth Science (Grades 7-12)	1	0
Master of Arts in Teaching: French	*Initial Certification:* Secondary French (Grades 7-12)	1	0
Master of Arts in Teaching: History	*Initial Certification:* Secondary History (Grades 7-12)	6	2
Master of Arts in Teaching: Mathematics	*Initial Certification:* Secondary Mathematics (Grades 7-12)	0	0

Master of Arts in Teaching: Music (vocal and instrumental)	*Initial Certification:* PreK-12	0	0
Master of Arts in Teaching: Physics	*Initial Certification:* Secondary Physics, Grades 7-12	0	0
Master of Arts in Teaching: Spanish	*Initial Certification:* PreK-12	0	0
Master of Arts in English TESOL	*Initial Certification:* PreK-12	0	0
Bachelor of Science: Physical Education	*Initial Certification:* PreK-12	60	31
Bachelor of Science: Early Childhood Education	*Initial Certification:* Early Childhood Education (PreK- Grade 3)	127	31
Bachelor of Science: Early Childhood/ Elementary Education Dual Certification	*Initial Certification:* Early Childhood Education (PreK-Grade 3) & Elementary Education (Grades1-6)	28	8
Bachelor of Science: Elementary Education	*Initial Certification:* Elementary Education (Grades 1-6)	169	64
Bachelor of Science: Biology Secondary Education Concentration	*Initial Certification:* Secondary Biology (Grades 7-12)	3	1
Bachelor of Science: Chemistry Secondary Education Concentration	*Initial Certification:* Secondary Chemistry (Grades 7-12)	1	0
Bachelor of Science: Earth Science Secondary Education Concentration	*Initial Certification:* Secondary Earth Science (Grades 7-12)	1	1
Bachelor of Science: English to Speakers of Other Languages/K-12 Certification	*Initial Certification:* PreK-12	7	2
Bachelor of Science: English Secondary Education Concentration	*Initial Certification:* Secondary English (Grades 7-12)	13	5
Bachelor of Science: French Secondary Education Concentration	*Initial Certification:* PreK-12	1	1

Bachelor of Science: History Secondary Education Concentration	*Initial Certification:* Secondary History (Grades 7-12)	27	9
Bachelor of Science: Mathematics Secondary Education Concentration	*Initial Certification:* Secondary Mathematics (Grades 7-12)	9	5
Bachelor of Science: Music (vocal and instrumental)	*Initial Certification:* PreK-12	7	2
Bachelor of Science: Physics Secondary Education Concentration	*Initial Certification:* Secondary Physics (Grades 7-12)	1	1
Bachelor of Science: Spanish Secondary Education Concentration	*Initial Certification:* PreK-12	4	1
Total for programs that lead to initial credentials		467	164
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Education: Educational Leadership	*Advanced Certification:* Supervisors of Instruction, Assistant Principals, and Principals	71	17
Master of Education: Reading Specialist	*Advanced Certification: Reading Specialist*	18	9
Total for programs that lead to additional/advanced credentials		89	26
Programs that lead to credentials for other school professionals or to no specific credential			
N/A	N/A	N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		556	190
Unduplicated total of all program candidates and completers		556	190

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

None

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

1. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
During the 2023-2024 year, there were 556 unique candidates enrolled in our AAQEP-accredited programs.
2. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
During the 2023-2024 year, there were 190 unique completers enrolled in our AAQEP-accredited programs.
3. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
During the 2023-2024 year, there were 190 completers recommended for certification, licensure, or endorsements from our AAQEP-accredited programs.
4. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.
Across programs, 87% of all candidates completed their programs within the expected timeframe, and 98.5% of candidates completed within 1.5 times the expected timeframe.

Program	Expected Timeframe (months)	100% Expected Timeframe (%, n)	100-150% Expected Timeframe (%, n)	Total Completion Within 150% (%, n)

Master of Arts in Teaching: Biology	18	-	-	-
Master of Arts in Teaching: Chemistry	18	-	-	-
Master of Arts in Teaching: English	18	-	-	-
Master of Arts in Teaching: Earth Science	18	-	-	-
Master of Arts in Teaching: French	18	-	-	-
Master of Arts in Teaching: History	18	50% (1)	50% (1)	100% (2)
Master of Arts in Teaching: Mathematics	18	-	-	-
Master of Arts in Teaching: Music (vocal and instrumental	18	-	-	-
Master of Arts in Teaching: Physics	18	-	-	-
Master of Arts in Teaching: Spanish	18	-	-	-
Master of Education in Educational Leadership	18	-	-	-
Master of Education: Reading Specialist	48	-	-	-
Master of Arts in English TESOL	48	-	-	-
Bachelor of Science: Physical Education	48	87% (27)	13% (4)	100% (31)
Bachelor of Science: Early Childhood Education	48	84% (26)	13% (4)	97% (30)
Bachelor of Science: Early Childhood/	54	87.5% (7)	12.5% (1)	100% (8)

Elementary Education Dual Certification			
Bachelor of Science: Elementary Education	48	90.5% (58)	8% (5)	98.5% (63)
Bachelor of Science: Biology Secondary Education Concentration	48	-	100% (1)	100% (1)
Bachelor of Science: Chemistry Secondary Education Concentration	48	-	-	-
Bachelor of Science: Earth Science Secondary Education Concentration	48	100% (1)	-	100% (1)
Bachelor of Science: English to Speakers of Other Languages/K-12 Certification	48	100% (2)	-	100% (2)
Bachelor of Science: English Secondary Education Concentration	48	100% (5)	-	100% (5)
Bachelor of Science: French Secondary Education Concentration	48	100% (1)	-	100% (1)
Bachelor of Science: History Secondary Education Concentration	48	78% (7)	22% (2)	100% (9)
Bachelor of Science: Mathematics Secondary Education Concentration	48	100% (5)	-	100% (5)
Bachelor of Science: Music (vocal and instrumental)	48	50% (1)	50% (1)	100% (2)
Bachelor of Science: Physics Secondary Education Concentration	48	100% (1)	-	100% (1)

Bachelor of Science: Spanish Secondary Education Concentration	48	100% (1)	-	100% (1)
Total		87% (143)	11.5% (19)	98.5% (162)

5. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

edTPA is used as a performance assessment in the Seidel School of Education. In 2023-2024, all initial certification completers (n = 168) met the state licensure and Seidel School graduation requirement of receiving a nationally scored, numeric result on edTPA.

Presently, the overall required Praxis 2 pass rate in the Seidel School for 2023-2024 is 78.0%, which indicates the number of students who passed all required licensure tests in their content areas. The only individual Praxis 2 test with a pass rate lower than 80% in 2023-2024 was the 5095 Physical Education Content and Design, at 51.6% (16/31).

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Program completers are surveyed at the time of completion, and at 1-, 3-, and 5-year intervals post-completion. Findings indicate completers felt prepared for the tasks of teaching and leading, and were satisfied with the professional education they received in the Seidel School of Education. More details on the specific aspects of completer satisfaction are presented later in this report.

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Employer surveys are sent to our Local School System (LSS) partners in the Spring semester. LSS partners share the survey with building-level staff/administrators who are intimately aware of the performance of our recent hires; these range from teacher induction coordinators to school administrators. Findings indicate employers find Seidel School of Education graduates to be prepared for the complex tasks of teaching and leading, and employers are very satisfied with their performance in teaching and leadership.

8. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Typically, the Maryland Longitudinal Data System, an independent unit of Maryland State government, provides detailed, longitudinal employment rates for University System graduates, and individual institutions, such as Salisbury University. At the time

of this report, they are going through a system transition and the most recent data available were from 2021-2022 completers. Of the 196 completers from the 2021-2022 graduating cohort, 173 were visible in the Maryland workforce. 130 were employed as teachers by a Maryland Public School in 2022-2023, 4 were in administrative public-school positions, 15 were employed in another educational services role providing public and private K-12 or postsecondary education services, and 20 were visible in another relevant role such as religious organizations, public administration, or child day care services. Data for those with jobs outside of Maryland are not available or included in those numbers.

The Seidel School of Education surveyed 2023-2024 completers near the end of their programs to determine if they had secured a position for the 2023-2024 schoolyear or if they had been accepted to a graduate program. Of the 164 responses, 64 (39.0%) had already secured a position and 6 (3.7%) were pursuing a graduate program in 2023-2024. Of those who secured positions, 3 (4.7%) were in Delaware, 56 (87.5%) were in Maryland, 1 (1.5%) was in New Jersey, 1 (1.5%) was in Tennessee, and 3 (4.7%) did not indicate the state in which they had accepted employment.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
edTPA At Salisbury University, all initial licensure candidates (B.S. and M.A.T.) are required to complete edTPA. 2023-2024 was the third academic year in which edTPA was required of completers. edTPA is aligned with AAQEP aspects 1a-1f. Data are aggregated by scores received for 2023-2024 fall and spring semester completers.	Presently, there is no required cut score for edTPA to graduate from Salisbury University or obtain licensure from the State of Maryland. All but one program edTPA assessment has a score range of 12-75; the World Languages edTPA has a range of 13-64. In 2023-2024, the Seidel School's performance expectation required for program completion was that candidates submit edTPA for national scoring and obtain a numeric score and not an Incomplete.	Across 168 program completers in 2023-2024, 168 (100%) completers in all our initial licensure programs obtained a numeric score on edTPA necessary for graduation from Salisbury University and state licensure in Maryland. The mean score on edTPA across all tests was 39.3, or 2.62/rubric. 100% of candidates met the expectation for graduation and licensure in 2023-2024.

Content and Professional Knowledge Tests	Our performance expectation is that candidates reach or exceed the state-required cut scores necessary for licensure or certification. Cut scores for each test can be found at the link below and range from 143-169 for tests associated with programs offered at Salisbury University. https://www.ets.org/praxis/md/epp/state-requirements/score-requirements.html	Below are the numbers taking and passing required Praxis tests, and pass percentage, by subject test. Test results with fewer than ten students are redacted for student confidentiality, but are aggregated in the total pass rate computed in Table 2.
Salisbury University requires all candidates in initial licensure (B.S. and M.A.T.) and the Master of Education: Educational Leadership (EDLD) program must take and receive a score on the required Praxis 2 exam (initial licensure programs) or School Leaders Licensure Assessment (SLLA, EDLD program). The Praxis exams are aligned with AAQEP aspect 1a. Data are aggregated by scores received for 2023-2024 completers.		- Biology: Content Knowledge (5235): */1, *% - Early Childhood Education: Early Childhood Education (5025): 38/40, 95% - Earth and Space Science: Content Knowledge (5572): */1, *% - Elem Ed: CKT Reading/Lang Arts Subtest (7812): 61/71, 85.9% - Elem Ed: CKT Mathematics Subtest (7813): 63/71, 88.7% - Elem Ed: CKT Science Subtest (7814): 69/71, 97.2% - Elem Ed: CKT Social Studies Subtest (7815): 63/71, 88.7% - English Lang Arts: Content & Analysis (5039): */5, *% - English to Speakers of Other Languages (5362): */2, *% - Mathematics (5165): */6, *%

		- Physical Education (5095): Content and Design: 16/31, 51.6% - School Leaders Licensure Assessment (6990): 19/20, 95.0% - Teaching Reading: Elementary (5205): 94/106, 88.7% - World and US History: Content Knowledge (5941): 10/11, 90.9% The only reported test with a pass rate lower than 80% was the Physical Education (5095) Praxis exam, with a pass rate of 51.6%. This exam was addressed in data meetings with the faculty and department and school leadership members. A new, accountability-based system will be implemented in 2024-2025 to increase test motivation and pass rates.

Intern Evaluation Instrument	The expectation on the Intern Evaluation	The total average rubric score for rubric
	Instrument is that interns average at least	items aligned with AAQEP Standard 1
Mentor teachers complete a digital, mid-point observation evaluation of the interns during the interns' placement. Supervisors and mentor teachers complete a final evaluation of interns during their field placements. Evaluations are scored on a 4-point scale: Exemplary (4), Proficient (3), Developing (2), or Unsatisfactory (1). There are 21 items on the Intern Evaluation Instrument, each scored with an analytic rubric line. The Intern Evaluation Instrument is aligned with AAQEP aspects 1a-1f. Data are aggregated across Fall and Spring semesters during the 2023-2024 school year, when applicable.	a 3.0/4.0 (Proficient to Exemplary) on their cross-programmatic mentor and supervisor evaluations across all items aligned with AAQEP Standard 1. These items assessed interns on their performance in the areas of Learner Development, Learner Differences, Learner Motivation, Learning Environments, Content Knowledge, Content Application, Flexibility and Responsiveness, Learner Assessment, Learner Feedback, Impact on P-12 Learning, Reflection on Teaching, Instructional Resources, Planning for Instruction, Instructional Strategies, Instructional Technology, and Ethical Practice.

There are options for scoring rubric lines Not Applicable or No Opportunity to Observe, so a composite cut score would be inappropriate, given those options would not create a quantifiable result on some rubric lines for some candidates. | across all interns in 2023-2024 (Mentor Teacher n=151, Supervisor n=148) were 3.3 and 3.3, respectively, with an overall mean of 3.3 across both semesters and all raters. Below are item mean scores rated by Mentor Teachers and Supervisors, respectively, among all candidates, followed by overall mean (supervisor and mentor teacher) by program.

Learner Development: 3.2, 3.3
Learner Differences: 3.2, 3.2
Learner Motivation: 3.1, 3.3
Learning Environments: 3.5, 3.5
Content Knowledge: 3.2, 3.3
Content Application: 3.1, 3.2
Flexibility and Responsiveness: 3.3, 3.5
Learner Assessment: 3.1, 3.2
Learner Feedback: 3.3, 3.4
Impact on P-12 Learning: 3.1, 3.1
Reflection on Teaching: 3.4, 3.4
Instructional Resources: 3.2, 3.2
Planning for Instruction: 3.3, 3.3
Instructional Strategies: 3.3, 3.3
Instructional Technology: 3.3, 3.3
Ethical Practice: 3.5, 3.6

Across both sets of raters and all rubrics, all rubric results (100%) met the target of a mean of 3.0 or greater, indicating Proficiency or greater. |

Tabled below are results, by program, of the intern evaluation, which includes mean scores across all raters. The first table includes the Early Childhood Education (ECED), Elementary Education (ELED), and Elementary Education with Dual Certification in Early Childhood Education (Dual) degrees. The second table includes secondary education concentrations in Biology and Chemistry (Sci.), English (Eng.), History (Hist.), Mathematics (Math), Music, ESOL, and Foreign Languages (MEL, combined due to size), and the degree in Physical Education (PE). Shortened item names represent, in order, those listed above.

Item	ECED	ELED	Dual
Learner Dev.	3.5	3.4	3.5
Learner Diff.	3.5	3.3	3.1
Learner Mot.	3.4	3.4	3.2
Learning Env.	3.7	3.6	3.7
Content Kno.	3.4	3.3	3.2
Content App.	3.5	3.3	3.2
Flex. & Resp.	3.5	3.6	3.5
Learner Assmt.	3.4	3.3	3.2
Learner Fdb.	3.5	3.5	3.4
Impact	3.3	3.3	3.1
Refl. on Teach.	3.6	3.4	3.4
Inst. Res.	3.3	3.3	3.3
Plan. for Inst.	3.4	3.4	3.4
Inst. Strat.	3.5	3.4	3.4

Inst. Tech.	3.3	3.3	3.4
Ethical Pra.	3.8	3.7	3.6

Item	Sci.	Eng.	Hist.	Math	MEL	PE
Learner Dev.	3.5	3.6	3.3	3.4	3.3	3.1
Learner Diff.	3.7	3.6	3.3	3.3	3.0	3.1
Learner Mot.	3.7	3.4	3.3	3.4	3.4	3.1
Learning Env.	3.7	3.6	3.6	3.7	3.6	3.4
Content Kno.	4.0	3.4	3.2	3.3	3.1	3.2
Content App.	4.0	3.6	3.2	3.3	3.0	2.9
Flex. & Resp.	3.7	3.7	3.4	3.6	3.4	3.3
Learner Assmt.	3.5	3.6	3.2	3.3	2.9	3.0

Learner Fdb.	3.7	3.6	3.4	3.7	2.9	3.1
Impact	3.7	3.0	3.0	3.2	2.8	3.0
Refl. on Teach.	3.5	3.8	3.6	3.6	3.2	3.2
Inst. Res.	3.7	3.8	3.4	3.5	3.1	3.2
Plan. for Inst.	3.5	3.6	3.4	3.3	3.0	3.3
Inst. Strat.	3.7	3.8	3.3	3.4	3.3	3.2
Inst. Tech.	3.7	3.6	3.4	3.4	3.3	3.1
Ethical Pra.	3.7	3.3	3.6	3.7	3.3	3.5

At the program level, all but three assessed rubrics met the 3.0 (Proficient) target. The Music, ESOL, and Foreign Languages combined group fell just below (2.8-2.9) on items related to Learner Assessment, Learner Feedback, and Impact on Learning. Data were shared with appropriate departments and programs.

External Dispositions Assessments

Dispositions are assessed at multiple points and through multiple stakeholders in programs.

Initial licensure data reported here reflect faculty dispositions in early courses identified by programs, and completer survey indicators of dispositions. Dispositional assessments are aligned with AAQEP aspect 1f, as well as additional graduate program standards in EDLD and REED. Data are aggregated across Fall, Winter, Summer, and Spring semesters during the 2023-2024 school year, when applicable.

Initial licensure disposition assessments are scored by faculty of candidates in their courses. They are scored on a Likert-type scale with scores of Target (4), Acceptable (3), Developing (2), or Unacceptable (1) in 13 areas aligned with AAQEP 1f and in alignment with the National Education Association Code of Ethics, the Salisbury University Student Code of Conduct and Policies and Procedures, and the Salisbury University Professional Education Unit Early Alert System. The target mean score is 3.0/4.0 overall.

The REED program dispositional assessment is scored by faculty of candidates in one course. It is scored on a Likert-type scale with scores of Exemplary (4), Acceptable (3), Developing (2), or Unacceptable (1) in 24 areas of professional dispositions aligned with AAQEP 1f and ILA standards. The target mean score is 3.0/4.0 overall.

The EDLD program dispositional assessment is scored by faculty of candidates in one course. It is scored on a Likert-type scale with scores of Meets Expectations (3), Developing (2), or Needs Improvement (1). There are 15 areas of dispositions required of educational leaders. The target mean score across all areas is 2.25.

Presented below are results of dispositions assessments. With a target of 3.0, all programs (100%) met this target for each item and overall. Due to meeting the target and low numbers in some programs, data for initial licensure programs are presented by DEEE (Department of Early and Elementary Education, including Early Childhood, Elementary, and Dual programs [n=70]; SCED, including secondary and P-12 certification programs and the Physical Education degree [n=81].

Item	DEEE	SCED	PHED
Respect for Diversity	3.9	3.6	3.8
Self-Assessment	3.9	3.3	3.5
Empathy	3.9	3.6	3.7
Response to Feedback/ Supervision	3.9	3.2	3.5
Engagement	3.9	3.3	3.6
Collegiality	3.9	3.5	3.7
Punctuality	3.8	3.5	3.5
Attendance	3.7	3.3	3.5
Organization	3.8	3.2	3.5
Dependability	3.8	3.2	3.6
Initiative	3.8	3.3	3.4
Professional Presentation	3.9	3.8	3.7

Commitment to Profession	3.8	3.5	3.6
Total	3.9	3.4	3.6

Next, data from EDLD (n=15) are tabled.

Item	Mean Score
Confidence	2.4
Determination/Perseverance	2.5
Vision	2.4
Driven to Learn	2.7
Conflict Resolution	2.3
Embraces Diversity & Equity	2.6
Relationship Skills	2.7
High Expectations for All	2.4
Positive Attitude	2.6
Effective Communication	2.5
Integrity	2.5
Creates a Positive Culture	2.7
Possesses Professional Beliefs, Commitment, and Work Ethic	2.5
Adaptable in Working with Staff and Stakeholders	2.6
Self-Aware of Strengths and Weaknesses	2.8
Total	2.5

Next, data from REED (n=4) are tabled.

Item	Mean Score
Is cognizant of professional expectations	3.8

		Demonstrates good judgment	3.8
		Maintains a professional demeanor	3.8
		Fulfills professional obligations to the public	3.8
		Is a reflective practitioner	3.8
		Models a high degree of ethical conduct	3.8
		Accepts responsibility for personal actions	4.0
		Complies with relevant academic integrity policies of the institutions	4.0
		Complies with all applicable and relevant policies…and requirements of internship sites	4.0
		Demonstrates broad interests and intellectual curiosity	3.5
		Acquires wisdom and insight through learning from and teaching others	3.8
		Acknowledges the potential for growth and learning in others	4.0
		Shares and applies knowledge to advance quality of life	3.8
		Seeks knowledge to become a life-long learner	4.0
		Develops a global perspective	4.0
		Refrains from unlawful treatments based on	4.0

		race…and any other legally protected status	
		Develops effective, professional relationships with members of the school community	3.8
		Understands and works to remove systemic barriers that prevent full participation from all school community members	3.8
		Demonstrates awareness and competence in ensuring the well-being…of all members of the school community	3.8
		Shows interest in and seeks knowledge of local and national professional affiliations	3.8
		Supports colleagues through collaborative teamwork	3.8
		Conscientiously fulfills obligations to professional colleagues and relevant organizations	3.8
		Is objective in professional judgments of professional colleagues, faculty, and fellow students	3.8
		Promotes conflict resolution among professional colleagues, faculty, and fellow students	3.5
		Total	3.8

EDLD and REED Program Signature Assessments

In the EDLD program, results from the program's summative comprehensive Qualifying Exam were used to support the EDLD student competencies. On this exam, candidates must complete and pass all four questions as a pre-requisite to enrolling in EDLD 656, the Educational Leadership Internship course. The exam is scored by faculty members using a three-level rubric (1=Approaching Standard, 2=Meets Standard, 3=Exceeds Standard). The exam includes four questions that ask them to respond to prompts that describe their knowledge, capacity, and experience in Mission, Vision, and Improvement; Operations and Management; Equity, Inclusiveness, and Cultural Responsiveness; Community and External Leadership; Learning and Instruction; and Building Professional Capacity.

In the REED program, eight signature assessments were used as evidence of REED student competencies, including a literacy action research project, a professional literacy portfolio, a case study of a diverse student, a case study of an emergent literate's language and literacy, a self-analysis of teaching, a program of

In the EDLD program, the National Educational Leadership Preparation (NELP, 2018) Building-Level standards guide the program and assessments. AAQEP aspects and NELP standards are aligned below.

AAQEP Aspect	NELP Standard
1a.	4.1
1b.	4.3
1c.	3.3
1d.	1.2, 4.4
1e.	5.1
1f.	2.1

The target on the EDLD Qualifying Exam is 2.0/3, or Meets Standards.

In the REED program, International Literacy Association (ILA) 2017 standards for Reading/Literacy Specialist guide the program and assessments. AAQEP aspects and ILA standards are aligned below.

AAQEP Aspect	ILA 2017 Standard
1a.	1.1, 1.2, 1.3, 1.4
1b.	2.1, 2.2, 2.3, 2.4

On the Qualifying Exam, EDLD students' scores are tabled below. Data note the number of scores of Meets Standard or Exceeds Standard (Met), those of Approaching Standard (Not Met), and percentage of EDLD students' rubric scores that Meet or Exceed the standards.

NELP, AAQEP	Met	Not Met	% Met
4.1, 1a.	44	0	100
4.3, 1b.	44	0	100
3.3, 1c.	43	1	97.7
1.2, 1d.	44	0	100
4.4, 1d.	44	0	100
5.1, 1e.	44	0	100
2.1, 1f.	44	0	100

intervention, an assessment case study of an emergent literate child, and a literacy leadership project. Generally, signature assessments are scored using 4-point rubrics with ratings of Exemplary (4), Proficient (3), Developing (2), and Not Met (1).

The EDLD and REED Program Signature Assessments are aligned with AAQEP aspects 1a-1f. Data are aggregated across Fall, Winter, Summer, and Spring semesters during the 2023-2024 school year, when applicable.

1c.	4.1, 4.3
1d.	3.1, 3.2
1e.	2.1, 7.1
1f.	6.3

ILA standards are assessed across the REED program and Signature Assessments. The target goal is Met, or that REED candidates are scored at Proficient (3) or Exemplary (4).

Across Signature Assessments, REED students' scores across Signature Assessments are tabled below. Data note the number of scores of Proficient or Exemplary (Met standard), those of Developing or Not Met (Not Met), and percentage of REED students' rubric scores that Met the standards.

ILA, AAQEP	Met	Not Met	% Met
1.1, 1a.	12	1	92.3
1.2, 1a.	12	1	92.3
1.3, 1a.	12	1	92.3
1.4, 1a	11	3	78.6
2.2, 1b.	8	0	100
2.3, 1b.	12	2	85.7
2.4, 1b.	8	0	100
4.1, 1c.	15	4	78.9
4.3, 1c.	11	0	100
3.1, 1d.	12	2	85.7
3.2, 1d.	8	0	100
2.1, 1e.	8	0	100
7.1, 1e.	21	2	91.5
6.3, 1f.	8	0	100

In the EDLD and REED programs, percentage of students meeting the target on the assessments ranged from 97.7-100, and 78.6-100, respectively.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
EDLD and REED Program Signature Assessments In the EDLD program, results from the program's summative comprehensive Qualifying Exam was used to support the EDLD student competencies. On this exam, candidates must complete and pass all four questions as a pre-requisite to enrolling into EDLD 656, the Educational Leadership Internship course. The exam is scored by faculty members using a three-level rubric (1=Approaching Standard, 2=Meets Standard, 3=Exceeds Standard). The exam includes four questions that ask them to respond to prompts that describe their knowledge, capacity, and experience in Mission, Vision, and Improvement; Operations and Management; Equity, Inclusiveness, and Cultural Responsiveness; Community and External Leadership; Learning and Instruction; and Building Professional Capacity. In the REED program, eight signature assessments were used as evidence of REED student competencies, including a	In the EDLD program, the National Educational Leadership Preparation (NELP, 2018) Building-Level standards guide the program and assessments. AAQEP aspects and NELP standards are aligned below. The target goal is that at least 80% of candidates meet the standards on the associated NELP rubrics, e.g., scoring Meets or Exceeds standards. <table><tr><th>AAQEP Aspect</th><th>NELP Standard</th></tr><tr><td>2a.</td><td>5.2</td></tr><tr><td>2b.</td><td>4.2</td></tr><tr><td>2c.</td><td>5.3</td></tr><tr><td>2d.</td><td>-</td></tr><tr><td>2e.</td><td>6.1</td></tr><tr><td>2f.</td><td>1.1</td></tr></table> In the REED program, International Literacy Association (ILA) 2017 standards for Reading/Literacy Specialist guide the program and assessments. AAQEP aspects and ILA standards are aligned below.	On the Qualifying Exam, EDLD students' scores are tabled below. Data note the number of scores of Meets Standard or Exceeds Standard (Met), those of Approaching Standard (Not Met), and percentage of EDLD students' rubric scores that Meet or Exceed the standards. <table><tr><th>NELP, AAQEP</th><th>Met</th><th>Not Met</th><th>% Met</th></tr><tr><td>5.2, 2a.</td><td>44</td><td>0</td><td>100</td></tr><tr><td>4.2, 2b.</td><td>44</td><td>0</td><td>100</td></tr><tr><td>5.3, 2c.</td><td>44</td><td>0</td><td>100</td></tr><tr><td>6.1, 2e.</td><td>44</td><td>0</td><td>100</td></tr><tr><td>1.1, 2f.</td><td>44</td><td>0</td><td>100</td></tr></table> Across Signature Assessments, REED candidates' scores across Signature Assessments are tabled below. Data note the number of scores of Proficient or Exemplary (Met standard), those of Developing or Not Met (Not Met), and percentage of REED candidates' rubric scores that Met the standards.

literacy action research project, a professional literacy portfolio, a case study of a diverse student, a case study of an emergent literate's language and literacy, a self-analysis of teaching, a program of intervention, an assessment case study of an emergent literate child, and a literacy leadership project. Generally, signature assessments are scored using 4-point rubrics with ratings of Exemplary (4), Proficient (3), Developing (2), and Not Met (1). Data are aggregated across Fall, Winter, Summer, and Spring semesters during the 2023-2024 school year, when applicable.

AAQEP Aspect	ILA 2017 Standard
2a.	5.1, 6.4
2b.	4.2
2c.	2.2, 2.3
2d.	-
2e.	6.1, 6.2, 7.2
2f.	2.4, 3.3, 3.4, 5.2

ILA standards are assessed across the REED program and Signature Assessments. The target goal is that at least 80% of candidates score Met, or that REED candidates are scored at Proficient (3) or Exemplary (4).

ILA, AAQEP	Met	Not Met	% Met
5.1, 2a.	12	2	85.7
6.4, 2a.	17	0	100
4.2, 2b.	14	0	100
2.2, 2c.	8	0	100
2.3, 2c.	12	2	85.7
6.1, 2e.	17	4	81.0
6.2, 2e.	16	0	100
2.4, 2f.	8	0	100
3.3, 2f.	8	0	100
3.4, 2f.	16	3	84.2
5.2, 2f.	8	0	100

In the EDLD program, all students (100%) met the target. In the REED program, target rates ranged from 81.0-100%. Both of these meet the program targets.

Intern Evaluation Instrument	The expectation on the Intern Evaluation	The total average rubric score for rubric

Intern Evaluation Instrument

Mentor teachers complete a digital, mid-point observation evaluation of the interns during the interns' placement. Supervisors and mentor teachers complete a digital, final evaluation of interns during their field placements. Evaluations are scored on a 4-point scale: Exemplary (4), Proficient (3), Developing (2), or Unsatisfactory (1). There were 20 items on the Intern Evaluation Instrument, each scored with

The expectation on the Intern Evaluation Instrument is that interns average at least a 3.0/4.0 (Proficient to Exemplary) on their cross-programmatic mentor and supervisor evaluations across all items aligned with AAQEP Standard 2. These items assessed interns on their performance in the areas of Managing Classroom Procedures, International Perspectives, Communication with Families, Professional Development, and Leadership and Collaboration.

The total average rubric score for rubric items aligned with AAQEP Standard 2 across all interns in 2023-2024 (Mentor Teachers n=151, Supervisor n=148) were 3.3 and 3.3, respectively. By item, mean scores rated by Mentor Teachers and Supervisors, respectively, were:
Managing Classroom Procedures: 3.3, 3.3
International Perspectives: 3.3, 3.2
Communication with Families: 3.3, 3.3
Professional Development: 3.4, 3.3
Leadership and Collaboration: 3.4, 3.4

an analytic rubric line. In Spring 2023, the Intern Evaluation Instrument was piloted with a new item, for a total of 21 items. The Intern Evaluation Instrument is aligned with AAQEP aspects 2a, 2c, 2d, 2e, and 2f. Data are aggregated across Fall and Spring semesters during the 2023-2024 school year, when applicable.	There are options for scoring rubric lines Not Applicable or No Opportunity to Observe, so a composite cut score would be inappropriate, given those options would not create a quantifiable result on some rubric lines for some candidates.	With a target of 3.0, across the Seidel School, all candidates (100%) met this target for each item and overall.

With a target of 3.0, across the Seidel School, all candidates (100%) met this target for each item and overall.

Tabled below are results, by program, of the intern evaluation, which includes mean scores across all raters. The first table includes the Early Childhood Education (ECED), Elementary Education (ELED), and Elementary Education with Dual Certification in Early Childhood Education (Dual) degrees. The second table includes secondary education concentrations in Biology and Chemistry (Sci.), English (Eng.), History (Hist.), Mathematics (Math), Music, ESOL, and Foreign Languages (MEL, combined due to size), and the degree in Physical Education (PE). Shortened item names represent, in order, those listed above.

Item	ECED	ELED	Dual
Class. Proc.	3.5	3.3	3.1
Int'l Persp.	3.3	3.3	3.5
Comm. w/ Fam.	3.4	3.2	3.4
PD	3.5	3.4	3.3
Lead. & Collab.	3.5	3.4	3.3

Item	Sci.	Eng.	Hist.	Math	MEL	PE
Class. Proc.	3.3	3.4	3.2	3.4	3.2	3.1
Int'l Persp.	3.5	3.0	3.2	3.2	3.1	2.9
Comm. w/ Fam.	3.8	2.8	3.4	3.7	3.2	3.2
PD	3.5	3.6	3.5	3.5	3.2	3.3
Lead. & Collab	3.7	3.4	3.2	3.4	3.3	3.3

Across all programs, all but two rubrics demonstrated candidates met the target of Proficient or above (3.0). Two programs (English and Physical Education) fell once just below the target (m=2.8 on Communication with Families, 2.9 on International and Global Perspectives, respectively). Data were shared with program faculty to review programming and preparation related to those items.

Completer Program Evaluation Survey

At the end of the programs, students in the Seidel School of Education take a Completer Program Evaluation Survey with a variety of items and item types asking them to rate and provide feedback on their perceived experiences in their

To support AAQEP Standard 2, we draw results from 12 items on the Completer Program Evaluation Survey. The items use a Likert-type rating scale based on the stem, "As a result of completing your education program at Salisbury University, how prepared are you to:". Completers rate their perceived

Results (n=167-170) for Completer Program Evaluation Survey items aligned with AAQEP Standard 2 are as follows:

- Support inclusive learning environments for diverse learners: 3.9
- Implement culturally responsive practice: 3.8

programs, preparedness for their future careers, clinical placements, and resources provided by Salisbury University. The Completer Program Evaluation Survey is aligned with AAQEP aspects 2a-2f. Data are aggregated at the Seidel School level because all items met the target standard, by programs.	preparedness on a scale from 1-4 (1=Unprepared, 2=Somewhat Unprepared, 3=Somewhat Prepared, 4=Prepared). The Seidel School of Education set the target mean score of 3.0/4.0 for each item, indicating a level between Somewhat Prepared and Prepared.	- Support development of English proficiency among English language learners: 3.6 - Implement strategies to address the needs of gifted and talented learners: 3.7 - Implement strategies to address social and emotional learning: 3.8 - Manage learning environments effectively: 3.8 - Support collaboration and positive interaction among learners: 3.9 - Support learners' growth in international and global perspectives: 3.7 - Engage in ongoing professional learning opportunities to further develop my own knowledge and skills: 3.8 - Engage effectively in leadership roles within the school: 3.8 - Work collaboratively to advance professional practice: 3.8 - Reflect on my own professional dispositions and develop a plan when they need adjusted: 3.9 All (100%) mean rating scores (3.6-3.9) exceeded the Seidel School of Education's expectations (3.5) on items aligned with AAQEP Standard 2.
Seidel Alumni Survey The Seidel Alumni Survey, a Qualtrics-based electronic survey, was distributed via email to all completers who graduated from the Seidel School of Education within five academic years preceding	To support AAQEP Standard 2, we draw results from 12 items on the Seidel Alumni Survey. The items use a Likert-type rating scale based on the stem, "As a result of completing your education program at Salisbury University, how prepared are you to:". Alumni rate their	Results (n=117) for Seidel Alumni Survey items aligned with AAQEP Standard 2 are as follows: - Support inclusive learning environments for diverse learners: 3.5

2023-2024. It included a variety of selected-response and open-ended items regarding alumni employment, additional certification necessary for current employment, and feelings of satisfaction and preparedness for their careers. The Seidel Alumni Survey is aligned with AAQEP aspects 2a-2f. Data are aggregated at the Seidel School level due to some program-level response rates, and that program data followed the same overall trend presented in Column 3.	perceived preparedness on a scale from 1-4 (1=Unprepared, 2=Somewhat Unprepared, 3=Somewhat Prepared, 4=Prepared). The Seidel School of Education set the target mean score of 3.0 (between Somewhat Prepared and Prepared) for each item, indicating a level between Somewhat Prepared and Prepared. Additionally, the survey asked alumni to rate their satisfaction with their professional education on a Likert-type scale (1=Very Dissatisfied, 2=Dissatisfied, 3=Neither Satisfied nor Dissatisfied, 4=Satisfied, 5=Very Satisfied). The target mean score is 4.0/5.0, indicating Satisfied or greater.	- Implement culturally responsive practice: 3.5 - Support development of English proficiency among English language learners: 2.9 - Implement strategies to address the needs of gifted and talented learners: 3.1 - Implement strategies to address social and emotional learning: 3.2 - Manage learning environments effectively: 3.2 - Support collaboration and positive interaction among learners: 3.7 - Support learners' growth in international and global perspectives: 3.1 - Engage in ongoing professional learning opportunities to further develop my own knowledge and skills: 3.7 - Engage effectively in leadership roles within the school: 3.6 - Work collaboratively to advance professional practice: 3.6 - Reflect on my own professional dispositions and develop a plan when they need adjusted: 3.8 All but one (92%) mean rating score (3.1-3.8) met or exceeded the Seidel School of Education's expectations (3.5) on items aligned with AAQEP Standard 2. The item that did not related to teaching English Language Learners. This topic was discussed at Seidel School meetings, with programs developing plans for better addressing it moving forward.

		On the Satisfaction item, the overall mean score was 4.4, indicating alumni were satisfied to very satisfied with their Professional program, and exceeded the Seidel School target of 4.0.
Employer Survey School-based personnel in the Seidel School of Education's partner districts completed a Qualtrics-based, electronic survey of new hires (hired within the year) from Salisbury University. The respondents were identified by Local School System partners as those with direct access to and knowledge of new hires who graduated from Salisbury University's Seidel School of Education. The survey asked respondents ('employers') to rate and provide comments on satisfaction with, preparation of, and quality of Seidel School graduates. The Employer Survey is aligned with AAQEP aspects 2a-2f. Data are aggregated by Seidel School level because respondents thought overall about the recent Seidel hires, and were not asked to respond differently by hires' program of completion. This would have dramatically affected respondents' willingness to complete the survey and/or tedium of identifying our hires' program of completion.	To support AAQEP Standard 2, we draw results from 12 items on the Employer Survey. The items use a Likert-type rating scale based on the stem, "How prepared are Salisbury University graduates to:". 'Employers' rate Seidel School graduates' perceived preparedness on a scale from 1-4 (1=Unprepared, 2=Somewhat Unprepared, 3=Somewhat Prepared, 4=Prepared). The Seidel School of Education set the target mean score of 3.0/4.0 for each item, indicating a level between Somewhat Prepared and Prepared. Another item asked 'employers' to rate the overall quality of new Salisbury University graduates on a 5-point, Likert-type rating scale (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent). The target mean score is 4.0/5.0, indicating Very Good or greater.	Results (total respondent n=29) for Employer Survey items aligned with AAQEP Standard 2 are as follows: - Support inclusive learning environments for diverse learners: 3.4 - Implement culturally responsive practice: 3.1 - Support development of English proficiency among English language learners: 3.3 - Implement strategies to address the needs of gifted and talented learners: 3.1 - Implement strategies to address social and emotional learning: 3.1 - Manage learning environments effectively: 3.1 - Support collaboration and positive interaction among learners: 3.5 - Support learners' growth in international and global perspectives: 3.1 - Engage in ongoing professional learning opportunities to further develop my own knowledge and skills: 3.5 - Engage effectively in leadership roles within the school: 3.3 - Work collaboratively to advance professional practice: 3.5

		- Reflect on their own professional dispositions and develop a plan when they need adjusted: 3.5
		All mean ratings were above the 3.0 (Somewhat Prepared) target, including improvements on three areas of growth from 2022-2023 (English Language Learners, Gifted and Talented, Global and International Perspectives)
		The employers' (n=21) overall mean rating for satisfaction with the performance of Salisbury University graduates was 4.38, indicating graduates were rated greater than Very Good. This exceeded the target of 4.0, indicating Seidel School graduates' 'employers' are satisfied with their performance and believe they are high quality.

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

Progress
From our 22-23 AAQEP Annual Report goals, we have made progress on all identified future actions. Maryland's definition and implementation of Science of Reading is beginning to focus, and the Seidel School of Education faculty have begun some curricular modifications to address them. Some faculty are taking a professional development course in the Science of Reading to gain more insight. This course (The Science of Reading Fundamentals for Maryland Educators) was funded and offered by MSDE through Suny New Paltz. Our AAQEP-accredited programs have discussed how they are addressing aspect 2d and have incorporated some additional curricular and/or instructional

modifications when gaps were found. The aspect is also built into many of our signature assessments. An audit of three randomly selected students per department found that professional admittance criteria were being followed. Lastly, faculty are active in developing new programs and pathways for the 2024-2025 schoolyear, including a minor in Special Education to supplement the learning of students in our major programs, and a sustainable pathway for paraprofessionals and childcare workers into the Early Childhood Education program.

Accomplishments

The Seidel School has had many accomplishments over the 2023-2024 schoolyear. Next, we present select accomplishments to highlight.

  DEEE. In the Department of Early and Elementary Education, the program has innovated to include (1) special topics courses related to trauma informed pedagogy and mandatory reporting training, (2) family STEM nights in methods courses, (3) a cultural diversity and growth mindset course focus in an introductory course, (3) closer partnerships with liaisons, supervisors, and faculty visits during Block C, (4) continued innovation in the Maker Space, (4) and rescheduling courses to meet the needs of non-traditional students. Faculty work has been recognized at the state and national levels. A unique strength of this department is its grant awards and programming.

  In 2023-2024, the DEEE continued their work on the approximately $2.5 million for a Maryland State Department of Education Maryland Rebuilds Grant (Drs. Althea Pennerman, Shanetia Clark, Chin-Hsiu Chen, and Vincent Genareo) to assist paraprofessionals and child care instructors in returning to SU to complete their degrees in Early Childhood Education and become licensed teachers. The grant allowed for the DEEE to rethink the way courses were scheduled and offered to meet the needs of nontraditional learners, including condensing the timeframes and offering new versions of online and hybrid classes. In June 2024, the grand held a mini-conference and invited all student participants and prominent national speakers to present. Dr. Althea Pennerman and colleagues at another state institute (Coppin State University) continued operating a $4.1 million award for their Pathways to the Professions (P2P) program, which aims to increase teacher diversity and student success in high-need urban and rural schools across Maryland. Drs. Claudia Burgess and Amber Meyer continued programming for their CAMP grant, a funded national grant through the Office of Migrant Education.

  Additionally, the department began rethinking course sequences and offerings as a response to a Fall 2024 rollout of new university general education courses. Some professional courses were submitted for satisfying general education requirements. One faculty member (Dr. Heather Matthews) developed an elective course for all Education majors on trauma-informed instruction after a traumatic event. New partnerships were formed with a university in Costa Rica, where a DEEE faculty member (Dr. Brian Flores) teaches a section of ELED 410 in Costa Rica.

SCED/PHED. The Secondary Education programs have had many accomplishments in 2023-2024, including (1) continuing a successful National Science Foundation Noyce Grant program to recruit and support math and science students (Drs. Randall Groth, Jennifer Bergner, Starlin Weaver, Gail Welsh), (2) partnering with SU's Institute for Public Affairs & Civic Engagement (PACE) and ShoreCorps to help fund and support interns across Seidel departments, (3) embedding edTPA rubrics and aligned work across the program to prepare candidates earlier in the program for that assessment. (4) partnering with local school systems to offer school-based courses, (5) using Atlas Video Library to assist students in preparing for edTPA and National Board Certification, (6) along with other departments, working to develop general education courses. Two Secondary Education courses were approved during 2023-2024 for satisfying general education requirements, and three more are in the approval process. Some of these courses are/will be open for enrollment by students of any major, potentially serving to help recruit additional students into the professional programs. (7) The department begin working on developing a Special Education minor, and (8) developing an Accelerated Master's Program for Secondary programs to feed the M.A.T. and offer students more flexibility in their programs. A new program was approved, which is a Music Education Accelerated Master's Program (4+1). Similar programs are being developed for Mathematics, English, History, and Physics. In Fall 2023, Dr. Sandy Pope (SCED) earned the 2023 SU Distinguished Faculty Award and a $30,000 New America Fellowship to foster community conversations on the racial history of the Delmarva Peninsula. Dr. Pope also oversaw two federal work study students at Parkside High School, which was a new Department of Labor partnership initiative.

EDLD and REED. In Spring 2024, the departments housing these two programs merged into the Department of Leadership and Literacy Studies. This will allow more collaboration and more effortless cross-program teaching among graduate faculty. During 2023-2024, MSDE approved a fully remote M.Ed. in Educational Leadership (the EDLD program, as identified in this report). The department continued to integrate Science of Reading in its courses, including three EDLD courses. Additionally, the EDLD program responded to State regulations regarding logging 240 hours of administrative tasks across the program through developing a module in all courses that relate to the internship hours, as well as close faculty guidance with the courses assessments to use for the administrative internship hours.

Seidel. At the Seidel School level, there were also many accomplishments. In 2023-2024, of the 24 local school systems, five of the district Maryland Teacher of the Year representatives were SU alum. Three of the seven Maryland Teacher of the Year finalists were Seidel alum. Four of the nine local superintendents were Seidel alum in 2023-2024. Faculty in all programs continue to be recognized, productive scholars and experts at all levels, from local to international. Additionally in 2024, the Seidel School began offering National Board Certification professional development for teachers for Maryland State Department of Education (MSDE) continuing professional development credit. Online courses were developed and submitted for approval through MSDE for teachers to enroll in, with the first

cohort beginning in Fall 2024. This represented new offerings and partnerships with the local school systems, as the courses utilize districts' National Board-trained facilitators to 'teach' the courses. More information on these courses will be provided in upcoming annual reports. In Spring 2024, the Seidel School and a local district partner, Worcester County Public Schools, began partnering with the Deans for Impact Learning by Scientific Design Network to provide professional learning for candidates and teachers to understand and implement foundational principles of learning science instruction. More information on that partnership will be available in the next annual report, because the partnership will be fully implemented as a pilot in 2024-2025.

Challenges
There are institutional and state challenges that the Seidel School is working to address. First, there is a major general education curriculum revision beginning Fall 2024, and the Seidel School worked throughout the 2023-2024 schoolyear to develop and revise some courses to meet the new general education system requirements. At the state level, there are several challenges that the Seidel School is addressing. First, the new state public education law – Blueprint for Maryland's Future – is offering opportunities and challenges to local school districts and SU. With changes and opportunities too vast to discuss in this document, faculty in the Seidel School have been actively engaged with the processes of this law and discussions on ways the Seidel School can position itself to be an educational leader and provide support for local school districts. Additionally, although not unique to our state, Maryland is facing a teaching shortage across most teaching areas. The Seidel School is pursuing all avenues to assist with the shortage, including programming modifications, more targeted and expansive recruitment efforts, and Grow Your Own partnerships, among many others.

Priorities
The Seidel School has several priorities over the next few years. First, the programs are having discussions on program offerings and scheduling, strategies, and curricular alignment to address the teacher shortage in light of a drastically new state educational law. Second, the School is determining how to leverage funding opportunities and partnerships to grow interest in teaching and education programs. For example, the Seidel School has and will continue to partner with local school systems, local community colleges, and child care centers to develop accessible pathways for those interested in gaining degrees and credentials to teach. Finally, with a new University strategic vision and plan beginning to be developed, the Seidel School is working to determine how to best align its priorities with potential new priorities of the University administration, while continuing to ensure the support for the Seidel School of Education is a priority at all levels of leadership.