Title II HEA

VIEW TITLE II REPORTS

SUBMIT REPORTS

Login Webinars Technical Assistance User Manuals

Salisbury University Traditional Program

2017

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Salisbury University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Maryland

Address: 1101 Camden Avenue
Teacher Education & Technology Center 354
Salisbury, MD, 21801

Contact Name: Dr. Kelly Fiala
Phone: 410-543-6335
Email: kafiala@salisbury.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood Education	No
Elementary Education	No
Teacher Education-Biology	No
Teacher Education-Chemistry	No
Teacher Education-Earth Science	No
Teacher Education-English as a Second Language	No
Teacher Education-English/Language Arts	No
Teacher Education-French	No
Teacher Education-History	No
Teacher Education-Mathematics	No
Teacher Education-Music	No
Teacher Education-Physical Education and Coaching	No
Teacher Education-Physics	No
Teacher Education-Spanish	No
Total number of teacher preparation programs: 14	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Junior year MAT after BS or BA degree is awarded

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.salisbury.edu

Please provide any additional comments about or exceptions to the admissions information provided above:

Elementary, Early Childhood, and Elementary and Early Childhood Education majors may request provisional admission when they have no more than one science or one math prerequisite course to complete. The one science or math course that is missing must be completed successfully during the first semester of the program. All other professional program requirements must be satisfied in order for provisional admission to be considered.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (Â§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes

Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other Professional Candidate Dispositions Assessment	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.5

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.5

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (Â§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No

Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Portfolio Exit	No	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.175

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

4

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2015-16:	308
Unduplicated number of males enrolled in 2015-16:	36
Unduplicated number of females enrolled in 2015-16:	272

2015-16	**Number enrolled**
Ethnicity	
Hispanic/Latino of any race:	13
Race	
American Indian or Alaska Native:	0
Asian:	4
Black or African American:	17
Native Hawaiian or Other Pacific Islander:	0
White:	260
Two or more races:	5

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	165
Average number of clock hours required for student teaching	650
Average number of clock hours required for mentoring/induction support	0

Number of full-time equivalent faculty supervising clinical experience during this academic year	16
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	42
Number of students in supervised clinical experience during this academic year	240

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (Â§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	56
Teacher Education - Elementary Education	134
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	10

Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	12
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	20
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	5
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	13
Teacher Education - Physics	

Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	6
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (Â§205(b)(1)(H))

Academic Major	**Number Prepared**
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	56
Teacher Education - Elementary Education	134
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	12
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	20
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	5

Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	13
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	6
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	

Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	

Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 240

2014-15: 224

2013-14: 263

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (Â§205(a)(1)(A)(ii), Â§206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

12

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

â€¢ Personalized individual advising with undergraduates done by mathematics education faculty advisor

â€¢ Presentations at recruiting events including admitted students day and open houses

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

â€¢ Step to improving performance: bringing prospective teachers who are enrolled in Teacher Academy of Maryland programs to campus for visits with faculty and students on campus.

â€¢ Continued personalized individual advising with undergraduates done by mathematics education faculty advisor

â€¢ Continued presentations at recruiting events including admitted students day and open houses

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

15

Provide any additional comments, exceptions and explanations below:

Currently, we have five secondary mathematics teachers on-track to graduate in spring 2017. Approximately one-third of those that should have been in the cohort were not able to be admitted to the professional teacher education program due to insufficient mathematics GPA. One student who did join the cohort added an extra semester to her program and will graduate in fall 2017, for a total of six secondary mathematics teachers to graduate in the 2017 calendar year.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

15

Provide any additional comments, exceptions and explanations below:

Records from individual advising indicate that we will have a substantially larger cohort in 2017-2018. If all of the students planning to enter the professional teacher education program satisfy admission requirements, we will be back up to approximately 15 teachers in the new cohort. Even if the attrition rate is approximately one-third, as in the previous years, we should have 10 or more teachers in the new cohort.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (Â§205(a)(1)(A)(ii), Â§206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

10

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

There is no formal recruiting plan at the program level. The Admission Office recruits students for the University.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

11

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (Â§205(a)(1)(A)(ii), Â§206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Did your program meet the goal for prospective teachers set in special education in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

No

How many prospective teachers did your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

No

How many prospective teachers does your program plan to add in special education in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or

alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (Â§205(a)(1)(A)(ii), Â§206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

3

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Our program does not have goals for the number of students we plan to target as all admissions occur through our university admissions office. Additionally, numerous in-service teachers seek post-baccalaureate certification in ESOL via our formal post-baccalaureate program (A minimum of 8 teachers for both 2015-2016 and 2016-2017. All of our pre-service trainees have completed training in line with our nationally recognized CAEP/TESOL program, and all report securing K-12 ESOL jobs.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Please see below.

Provide any additional comments, exceptions and explanations below:

In general, university enrollments across the nation are on a decline, and the teaching profession is no exception. Salisbury University has however made a number of targeted hires to address ways to attract more students in general to our campus both nationally and internationally. Additionally, another challenge as a university serving a rural area where ESOL populations while growing exponentially are scattered across schools, makes the hiring of ESOL teachers a low priority for districts that tend to prioritize the hiring of content-area teachers with their limited funds. This impacts the professional desires of many of our local students who see ESOL as an add-on minor. Our most popular minor is the ESOL minorâ€”a five course program designed for pre-service teachers. To address the issue of trained in-service teachers, we have secured a highly competitive NPD-federally sponsored ESOL-teacher training program. This five-year project provides course-based training to in-service rural teachers in 10 partner districts. We have 28 in-service teachers undergoing training in the spring 2017, and an additional 30 in the process of training for the fall of 2017.

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

4

Provide any additional comments, exceptions and explanations below:

In general, university enrollments across the nation are on a decline, and the teaching profession is no exception. Salisbury University has however made a number of targeted hires to address ways to attract more students in general to our campus both nationally and internationally. Additionally, another challenge as a university serving a rural area where ESOL populations while growing exponentially are scattered across schools, makes the hiring of ESOL teachers a low priority for districts that tend to prioritize the hiring of content-area teachers with their limited funds. This impacts the professional desires of many of our local students who see ESOL as an add-on minor. Our most popular minor is the ESOL minorâ€”a five course program designed for pre-service teachers. To address the issue of trained in-service teachers, we have secured a highly competitive NPD-federally sponsored ESOL-teacher training program. This five-year project provides course-based training to in-service rural teachers in 10 partner districts. We have 28 in-service teachers undergoing training in the spring 2017, and an additional 30 in the process of training for the fall of 2017.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

2

Provide any additional comments, exceptions and explanations below:

Enrollments are still occurring for the fall of 2017 so we do not have firm numbers. However, we have students who are in the pipeline. We are in the process of designing an in-service teacher focused course entitled â€œInclusive ELL Educationâ€• for the fall of 2017 open to 30 potential teachers.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (Â§205(a)(1)(A)(iii), Â§206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institutionâ€™s most successful strategies in meeting the assurances listed above:

Teacher-candidates are immersed in school-based field experiences throughout the curriculum, starting with foundations courses taken in the first and second year at Salisbury University (SU). An extensive network of professional development schools in place for more than 10 years, allows SU to partner with 34 schools in seven counties. Teacher-candidates are placed with supportive teacher-mentors (most who have had mentor training from SU) who scaffold their induction to the profession. All teacher-candidates learn to plan and deliver lessons consistent with the Maryland State Curriculum including Common Core.

The Professional Development School internship experience at SU is extensive and intensive, consisting of 100 days of teaching over two consecutive semesters. Under carefully screened and trained mentor teachers, interns experience every aspect of teacher responsibility. SUâ€™s internship program is unique in featuring a co-teaching model that emphasizes the skill set of professional collaboration in addition to the traditional and standards-based aspects of teacher preparation.

The co-teaching model has allowed school leaders to welcome interns eagerly in this era of high stakes accountability, rather than fearing the loss of involvement by their mentor teachers that was customary in the traditional student teaching arrangement. By insisting that mentors remain engaged in instruction throughout the internship, P-12 students benefit from the combined efforts of two teachers while interns acquire enhanced skills in differentiated instruction and collaboration.

Prospective teachers must successfully complete course work in inclusion. Components of this course for all SUâ€™s education candidates include: an overview of US special education laws, descriptions of common characteristics of disability subgroups, in-depth coverage of other exceptionalities and needs, including Gifted & Talented and dual language learners, identification processes, and research-based inclusive classroom instructional practices. Through structured field experiences and the completion of multiple case studies, SU candidates collaborate with general education classroom teachers, special education teachers, and other service providers and parents/families members. The multiple case studies of children with exceptional needs (disability, gifted/talented, and dual language learner) include instructional activities designed by candidate to meet a specific need identified in the particular instructional environment. In the inclusion course, candidates are also assessed on a lesson plan that focuses on accommodations and adaptations necessary in a general education classroom.

Salisbury University is located on the Eastern Shore of Maryland. Overall the public schools that SU partners with serve P-12 students who are low-income, diverse, and rural. SU teacher education candidates have a minimum of four field experiences in these schools prior to full-time clinical experience.

TESOL methods, culturally relevant course materials, and language proficiency is introduced to all education candidates in early education foundations classes and integrated into more advanced classes as candidates matriculate through the program. Field experience assignments

are directed toward dual language learners and candidates reflect on variety of issues that impact learning.

While, the city of Salisbury would not be considered urban, the schools where SU candidates are placed for field experiences, however, face many of the same issues as urban schools, i.e., poverty, gang related violence, high crime neighborhoods, teen pregnancy, high dropout rates, etc. Through introductory coursework and multiple field experiences SU candidates are challenged by issues related to urban and low socioeconomic challenges. Faculty who teach in the programs use the experiences candidates encounter in the field to help prepare them to effectively teach in urban, low-income, and rural settings.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	76	166	75	99
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	11	177	11	100

ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	76	178	76	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	12	181	12	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	75	170	75	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	11	169	11	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	2			

ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	10	178	10	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	29	180	29	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	70	180	70	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	174	13	93
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	13	181	13	100
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2014-15	28	179	27	96

ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2013-14	142	180	142	100
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	30	172	29	97
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	130	174	130	100
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	82	172	82	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	10	178	10	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	12	177	12	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC)	3			

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	12	169	12	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	6			

ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	2			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	3			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2015-16	20	177	20	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2014-15	25	175	25	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	40	178	40	100
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	66	180	65	98
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	6			

ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	146	180	146	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	148	180	148	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	197	180	195	99
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	67	178	66	99
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	6			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	144	179	143	99
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	147	179	147	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	197	179	195	99
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	68	176	68	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	6			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	145	176	145	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	147	176	147	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	198	176	196	99

ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	171	14	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	44	178	44	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	43	178	43	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	40	177	40	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	175	13	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16	32	170	32	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	28	172	28	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	37	170	37	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	33	181	33	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			

ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	132	179	132	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	112	177	112	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	142	179	142	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	21	170	21	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	150	1	10
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16	13	166	13	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2014-15	17	169	17	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	12	162	6	50
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			

ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	4			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	240	239	100
All program completers, 2014-15	224	223	100
All program completers, 2013-14	263	255	97

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes

- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All teacher education candidates in Maryland must successfully meet the Maryland Teacher Technology Standards (MTTS). Through a variety of course experiences including a Computers in Education course, candidates are assessed on a variety of tasks that support the seven MTTS. The standards include performance based assessments that assess the ability of education candidates to demonstrate competence in the following:

Standard I: Technology Information Access, Evaluation, Processing and Application

Access, evaluate, and process information efficiently and effectively

Standard II: Communication

Use technology effectively and appropriately to interact electronically.

Use technology to communicate information in a variety of formats.

Standard III: Legal, Social and Ethical Issues

Demonstrate an understanding of the legal, social, and ethical issues related to technology use.

Standard IV: Assessment for Administration and Instruction

Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.

Standard V: Integrating Technology into the Curriculum and Instruction

Design, implement and assess learning experiences that incorporate use of technology in the curriculum-related instructional activity to support understanding, inquiry, problem-solving, communication or collaboration.

Standard VI: Assistive Technologies

Understand human, equity, and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.

Standard VII: Professional Growth

Develop professional practices that support continual learning and professional growth in technology

By meeting the MTTS education candidates must learn to integrate technology using multiple formats including: audio, video, and the Internet into educational settings. A variety of assignments across the program required candidates to demonstrate the use of technology appropriate strategies. For example, virtual manipulatives and digital storytelling are among several of the technology skills that learned to allow candidates to demonstrate content specific concepts. Candidates are exposed to interactive whiteboards and learn how to use this technology for both teaching and learning. Additionally, candidates during the clinical field experience are assessed on a lesson that integrates technology during instruction to P-12 students.

Evidence of these four indicators (using technology for data integration, data collection, data management, and data analysis) can be found within and across programs. Common assessments to meet these four indicators were developed several years ago and recently revisited. However, because the Elementary and Early Childhood programs now have a technology course that is pre-program, it is imperative to ensure that our preservice students are meeting these indicators through a course that they take before they even begin to learn about teaching.

Additional evidence for meeting these four indicators is currently collected in 3 courses: the programâ€™s technology course, the integration of technology in lessons during internship, and Impact on Student Learning projects in seminar.

Integration of technology into curricula and instruction is demonstrated and collected during internship via lessons taught. This information is collected in Livetext database. There are also multiple artifacts collected in the technology course.

In the programâ€™s technology course, there is a common assessment related to data. It asks students to collect, organize, analyze school and county data and suggest strategies for improving learning. This activity introduces students to how to collect, organize, and display data so that they are prepared for the Impact on Student Learning project in Seminar.

In internship, students are required to complete 2 Impact on Student Learning projects, in which they collect student data for analysis, alter instruction, and then teach and again assess. Students create charts, graphs, and narratives to support their analyses and findings.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Prospective teachers must successfully complete course work in inclusion. Components of this course for all Salisbury University education candidates includes an overview of US special education laws, high/low incidence disability subgroups, other exceptionalities and needs such as Gifted & Talented, identification processes, and research-based inclusive classroom practices. Through structured field experiences, SU candidates collaborate with classroom teachers, special education teachers, and other service providers. Clinical study of a child with an Individualized Education Plan that includes instructional activities designed by candidates is required. Candidates are assessed on a lesson plan that focuses on accommodations and adaptations for specific special needs in the inclusive classroom.

Bi-lingual methods, culturally relevant course materials, and language proficiency is introduced to all education candidates in early education foundations classes and integrated into more advanced classes as candidates matriculate through the program. Field experience assignments are directed toward ELL students and candidates reflect on variety of issues that impact student learning.

The key assessment in the Teaching Diverse Learners course is a three-part case study that includes a specific case for each of the three types of learners. Because candidates are not always in classrooms with students who are Dual Language Learners or Gifted/Talented, these two cases are hypothetical, but the third one (student with a learning disability) is real because it is more common and can be found practically in most classrooms. During the 100-day internship, students also get opportunities to participate in IEP meetings as guests of their mentor teachers.

The rubric to assess the associated competencies embedded in the three-part case study was developed using the CAEP Evaluation Framework (CEF) and is now a part of the PEU database. All other initial certification programs have made similar adjustments to include and assess

competencies for working with students from all three special groups. Data from the new assessment of these competencies will be available for the next annual report.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
  NA
- participate as a member of individualized education program teams
  NA
- teach students who are limited English proficient effectively
  NA

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

NA

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

In addition to recently revising the teacher education curriculum to respond to needs of the local schools and changes in the teaching field, a major overhaul of all assessment instruments used to collect data is in progress. Fall 2017 begins the three-year cycle of data for the next self-study and accreditation visit in 2021 and the two-cycles of data required for the next Specialized Professional Association reports due in fall 2018. The transition from the National Council for Accreditation of Teacher Education (NCATE) to the Council for the Accreditation of Educator Preparation (CAEP) mandates this major revision. Given the increased emphasis on data validity and reliability embedded in the CAEP standards, the Educator Preparation Provider (EPP) hired an assessment specialist who will be responsible for establishing data quality and making analyses of performance data available to faculty for continuous program improvement.

Supporting Files

Complete Report Card

AY 2015-16

This is a United States Department of Education computer system.