

2015 EPP Annual Report

CAEP ID:	14021	AACTE SID:	4135
Institution:	Salisbury University		
Unit:	Seidel School of Education and Professional Studies		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 263

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Program requirements, Title II, default rates, exit data (when available):

<http://www.salisbury.edu/seidel/peu.html>

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

CAEP's 8 Reporting Measures

- | | |
|---|---|
| 5.1 Impact on P-12 learning and development | 5.5 Indicators of teaching effectiveness |
| 5.2 Results of completer surveys | 5.6 Results of employer surveys, and including retention and employment milestones |
| 5.3 Graduation rates | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information |

Yes, a program or programs leading to initial teacher certification is currently being offered.

5.1 Impact on P-12 learning and development. *Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Videos of candidate instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate reflection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
State-adopted assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
na			
State-designed assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
na			
EPP-designed assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
na			
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
na			

5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
na			

5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

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	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	263	89
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input type="radio"/>	<input checked="" type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input type="radio"/>	<input checked="" type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.2.6 The EPP can demonstrate that it has made modifications in its preparation

based on completer survey results.



5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	276	291	307	256	278
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014	3	72	165	18	5
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...	0				
Continued in a program	0				
Been counseled out of a program	4				
Withdrawn from a program	2				

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score * (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	251	0.8	250	100	98
All program completers, 2011-2012	235	0.79	235	100	99

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results. Agree Disagree

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
Completer performance during in-service			
Surveys of P-12 students on completer performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer observations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer surveys	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
na	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input type="radio"/>	<input checked="" type="radio"/>

5.6.2 Which of the following descriptions characterize the employer survey(s) available?

(Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or Organization	<input checked="" type="radio"/>	<input type="radio"/>		
School District	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Accreditation agency	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer responses)	<input type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input type="radio"/>	<input type="radio"/>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results. Agree Disagree

5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

	Agree	Disagree
	<input type="radio"/>	<input type="radio"/>

The EPP has attempted to collect data on the employment status of completers.



5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)
Career Services Office
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)
Faculty/mentor/field supervisor reports

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8

	Agree	Disagree
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The EPP has access to information on the employment status of completers



5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
 - School district
 - State department (specify)
- Other (specify)
Reports from program faculty

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014	263	57	0	0	0	0	206

Example: If 60 candidates completed their

program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)

60 17 9 0 4 2 20

5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input checked="" type="radio"/>	http://www.salisbury.edu/seidel/peu.html
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	http://www.salisbury.edu/admissions/finaid/
Average beginning salary of a program completer	<input type="radio"/>	<input checked="" type="radio"/>	http://www.salisbury.edu/careerservices/Facstaff/DataPort/FirstDestSurvey/Default.html
Placement patterns of completers	<input type="radio"/>	<input checked="" type="radio"/>	http://www.salisbury.edu/seidel/peu.html
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	
na			

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. Candidate competencies in teaching English language learners and gifted and talented students as required by state standards are not assessed across all initial programs.	(ITP)
1. ESOL and G&T differentiations are assigned and will be assessed in ELED 317.	
2. ESOL and G&T indicators are being developed for clinical instruments.	

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1. The unit does not systematically use program data at the unit and department level to evaluate the efficacy of courses, programs, and clinical experiences.	(ITP)	(ADV)

2.	The unit has not taken effective steps to eliminate bias in assessments and establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.	(ITP)	(ADV)
3.	The unit does not consistently align program assessments to national specialized professional association standards.	(ITP)	(ADV)

1. The Acting Assessment and Accreditation Coordinator (AAAC) is planning an assessment workshop for faculty, where they will receive program data to evaluate the efficacy of courses, programs, and clinical experiences.
- 1b. The AAAC has met with all program directors to ensure they have access to course and program data and reports
- 1c. The AAAC is developing an annual assessment calendar for the unit.
- 2a. The unit will be conducting establishing reliability and validity on all course assessments with multiple graders
- 2b. The university assessment office now has a staff member who specializes in reliability and validity who will assist the unit in the coming calendar year.
- 3a. The AAAC has met with individual program directors to ensure that SPA standards are aligned across course and program assessments and that those alignments are evident in aggregate data output.
- 3a. Working groups in programs needing more thorough alignment are meeting regularly

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	The unit lacks a systematic plan for recruiting and retaining diverse candidates.	(ITP)	(ADV)
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1. Admissions is providing the unit with list of diverse candidates with offers of admission to the university. Faculty volunteers are calling all admitted students to encourage their matriculation.
2. The Admissions Office has provided space for a unit faculty member to accompany admissions representatives to transfer fairs at the four most diverse community colleges in Maryland (Montgomery College, Prince George's Community College, Community College of Baltimore County, and Baltimore City Community College).
3. The unit is participating in an early "Grow Your Own" teacher initiative involving Wicomico County Schools, Worcester County Schools, Salisbury University, University of Maryland Eastern Shore, and Wor Wic Community college. This initiative is in the very earliest of planning stages at present.
4. The unit applied for the AACTE Men of Color Initiative. The unit plans to apply again.
5. Dr. Burgess has secured a RESPECT grant to involve 10 teachers & 10 paraprofessional

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

Salisbury University's award winning Regional Professional Development Schools Network provides an innovative context for collaborating with school partners to deliver high quality field experience and clinical practice. Thirty-four professional development schools in seven counties have memoranda of understanding (MOU).

The RPDS network is overseen by a Professional Development Schools (PDS) Coordinator. The Field Experience Coordinator communicates with the RPDS network including central office personnel, building administrators, school and PDS site coordinators to request placements. All PDS sites have a university-hired liaison who acts as the conduit between the school and the university. The PDS collaboration is designed to select the highest quality mentors for candidates and to ensure that all stakeholders are involved in the mentor teacher selection process. The design of field experiences for candidates in initial programs consists of three levels; foundations, methods and internship.

All candidates complete 30 hours of observation followed by professional program methods course placements. Candidates entering the final year complete a minimum of 100 days in a PDS setting. A mentor teacher is assigned to supervise each level of field experience and clinical practice. Mentor teachers, most who have completed PDS Mentor Training, supervise candidates across the program. Multiple formal and informal evaluations occur. Interns during the 100 day experience all complete an Action Research Project. Candidate projects showcase student learning and are a highlight of the annual RPDS conference.

Research in the 1990s indicated that conventional student teaching arrangements, where candidates were expected to gradually "take over" the classroom, were jeopardizing p-12 student achievement. Many teachers and principals balked at accepting SU interns, or insisted that they only be placed at their schools after state assessment dates had passed. This dilemma gave rise to the SU commitment to co-teaching internships.

Begun in 1998 in one elementary classroom, co-teaching has grown to universal practice throughout the unit's RPDS network of 34 sites in seven school districts. This commitment is formalized in language included in the MOUs between SU and its partner districts. It has been operationalized by comprehensive professional development that has led to more than 800 local local teachers earning the designation of "clinically trained mentor." Salisbury University has become an acknowledged leader regionally and nationally in the development and support of co-teaching internships. Instructional DVD's and written materials have been disseminated nationally through National Association for Professional Development Schools (NAPDS). Salisbury University continues to support the unit's collaborative PDS model.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2015 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Dr. Diana Wagner

Position: Acting Assessment and Accreditation Coordinator

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