

2016 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.

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

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

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

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

2.1.2 Number of completers in advanced programs or 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 242

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

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

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 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

In Fall 2014, we began offering the following program:
 Doctor of Education (Ed.D): Contemporary Curriculum Theory and Instruction: Literacy

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.

Pass rates, default rates, placement rates, program and university information:

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

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)	
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PHED 420 now requires students to create an ELL word wall in their internship site using all of the languages of the children in their school. For all modifications, the lesson plan has been revised to include planning for exceptionalities across all skill ranges. All physical education majors are assessed on these elements.

All interns complete a professional development plan, logging interactions with EL learners and GT students. These data are now being collected, entered electronically, and analyzed to capture the diverse experiences of our interns.

Within music methods, music education students are required to include modifications/accommodations within their lesson plans for students with IEPs, GIEPs, ELL students and remediation strategies.

ELED 415 (Instructional Techniques/ Teaching Diverse Learners) was converted to 4 credits in order to cover more content on G/T and ELL. Candidates' competence in these two areas will be assessed and reported beginning in fall 2016. This course is required of all elementary and early childhood education majors.

All elementary and early childhood majors complete a Guided Reading Lesson plan in which they must differentiate for EL learners.

The Teacher Academy of Maryland (TAM) provides introductory education course work in high schools, with a goal of recruiting from our diverse K-12 populations for careers in teaching. Students who participate in TAM are eligible to receive (3) credits as EDUC 210 School in a Diverse Society for secondary/K12 majors or (1) credit as ELED 201 Introduction To Teaching plus (2) credits of electives for elementary and early childhood majors. We currently partner with 18 Maryland counties, including the most diverse counties in the Washington, DC, and Baltimore areas to recruit prospective teachers.

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. In Fall 2015, the unit held a stake-holder wide, day-long assessment workshop. Participants received program and unit level data for analysis and goal-setting. This meeting was followed up in January 2016 with a report on the progress made based on recommendations from that event. This assessment workshop and the resulting documentation has been used extensively in program level work this academic year. The assessment workshop will become an annual event and will be repeated in October 2016. Faculty, candidates, interns, school partners, and content area partners will continue to be represented at this event.

2. Unit and program assessments have been undergoing revisions to align with CAEP; faculty workshops will be held in fall 2016 to establish inter-rater reliability in all signature assessments across programs.

3. Curriculum revisions are underway or completed for elementary education and early childhood education. All signature assessments have been aligned to their respective SPA standards.

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)

The foreign language program coordinator is making visits to introductory level Spanish and French classes, which have very diverse enrollments, to recruit potential education majors. Additionally, recruiting efforts in the language classrooms of our interns has been undertaken by the university internship supervisor.

For two consecutive years, the education departments have recruited at the state MSEA convention, a gathering of 10,000 educators from the State of Maryland. This effort draws candidates for both initial and advanced programs.

A unit representative meets with the Eastern Shore of Maryland Public Schools Human Resource Committee to identify challenges and to partner for solutions. As an example of an effort to increase diversity in the teaching staff, in April of 2015, a Diversity Teacher Recruitment Fair was held at Chesapeake College. The representative from SU was actively involved in the planning of the fair.

Section 7. Accreditation Pathway

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

Salisbury's award winning Regional Professional Development Schools Network continues to be recognized nationally as a leader in university-school partnerships. In 2015, the University was honored with the Exemplary Professional Development School (PDS) Achievement Award from the National Association of Professional Development Schools (NAPDS).. SU is the only non-Research I university to have now earned national recognition for its PDS partnerships at the elementary, middle and high school levels.

The PDS network contains 33 Professional Development Schools in seven counties. Since our last report, the interim coordinator position has been filled with a permanent coordinator, Sara Elburn. Ms. Elburn's extensive experience in the region's and as a faculty member at Salisbury University position her well to continue and enhance the robust partnerships in place for our candidates and interns.

University liaisons continue to facilitate the collaboration between our school partners 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.

Salisbury University is a leader in providing co-teaching internships. Co-teaching is universal practice throughout the unit's RPDS network and is formalized through Memoranda of Understanding with each school district.

The RPDS network has in place professional development opportunities for both candidates and mentors. At the fourth Mentor/Intern Forum, 88 mentors and interns participated in the event, which focused on beginning the internship experience with a strong working relationship, effective collaborative and communication skills, helpful co-teaching and co-planning strategies and clearly defined roles.

In 2015, Salisbury University's PDS program reached a mentor training milestone: over 1000 mentor teachers who guide teacher candidates and interns into the teaching profession have completed the comprehensive mentor training program. The mentor training provides current and prospective mentor teachers with clarity regarding internship expectations and the co-teaching model. Teachers who complete the workshop are identified as "clinical mentors" and receive extra financial compensation each time they collaborate with a full-time SU intern.

Finally, a data collection will debut in Fall 2016 to systematically measure and report on the PD experiences interns receive in the field, including ELL, gifted and talented, IEP, community, and family interactions.

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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.