



AAQEP Annual Report for 2025

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

Brief History of Salisbury University

Salisbury University (SU), a regional comprehensive university, is the largest four-year institution on Maryland's Eastern Shore and is part of the University System of Maryland, which includes 12 institutions, 3 regional centers, and a system office. SU students ($n = 7,243$) are divided between 6,477 undergraduates (89.4%) and 766 graduate students (10.6%), as of Fall 2025. Forty-eight (48) undergraduate majors, 14 master's degree programs, and two doctoral programs compose SU programs. SU, a Maryland University of National Distinction, is the third largest producer of Maryland teachers. With a student/faculty ratio of 14:1 and average class size of 22, SU's mission, vision, and core value statements exemplify the university's commitment to a student-centered experience. The Seidel School of Education is grounded in a tradition of teacher preparation that began in 1925 as the Maryland State Normal School at Salisbury. The Seidel School of Education, endowed since 1997, has nationally recognized programs. The Seidel School, known for programs that "make a difference", prepares students for careers as educators, school administrators, and outdoor education leadership. Seidel students gain real-world experience with partners in multiple settings including

professional development schools, the May Literacy Center, homeschool programs, AmeriCorps (ShoreCorps) volunteer experiences, and community outreach initiatives. Collaboration between the Seidel School programs and its partners has a long history. For over a decade, the Regional Professional Development School network has provided a forum for local and regional schools to collaborate with education programs. Each year, about 1,100 SU education students are placed for clinical practice in educational settings. Four AAQEP-accredited undergraduate majors are housed in the Seidel School of Education, including Elementary Education ($n = 213$), Early Childhood Education ($n = 148$), Elementary-Early Childhood Education Dual Certification ($n = 40$), and Physical Education ($n = 85$) (total $n = 486$). The Seidel School of Education's AAQEP-accredited graduate programs are M.Ed. in Educational Leadership ($n = 58$) and M.Ed. in Reading Specialist ($n = 9$) (total $n = 59$). The Department of Secondary and Physical Education also provides concentrations and Master of Arts in Teaching (MAT) programs leading to secondary and preK-12 licensure in content areas ($n = 121$).

Salisbury University Mission and Key Commitments

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

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

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

Salisbury University Core Values

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

Samuel W. and Marilyn C. Seidel School of Education

The Seidel School of Education at Salisbury University is comprised of four academic departments: 1) Early and Elementary Education, 2) Secondary and Physical Education, 3) Education Leadership, and 4) Literacy Studies. While each department meets the distinct needs of both undergraduate and graduate students, the faculty embrace opportunities to teach, serve, and conduct research collaboratively across departments within the Seidel School as well as with other schools on campus and within the broader context of the University System of Maryland and the community.

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

Mission

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

Profile of the Department of Early and Elementary Education (DEEE)

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

Profile of the Department of Secondary and Physical Education

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

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

Profile of the Department of Leadership and Literacy Studies

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

Programs Accredited by AAQEP

AAQEP accredits the following Salisbury University programs:

- **Initial Programs**
 - Bachelor of Science in Early Childhood
 - Bachelor of Science in Elementary Education
 - Bachelor of Science in Early Childhood/Elementary Education Dual Certification
 - Bachelor of Science in:
 - Biology (Secondary)
 - Chemistry (Secondary)
 - Earth Science (Secondary)
 - English to Speakers of Other Languages (PreK-12)
 - English (Secondary)
 - French (PreK-12)
 - History (Secondary)
 - Mathematics (Secondary)
 - Music (PreK-12)
 - Physics (Secondary)
 - Spanish (PreK-12)

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

Public Posting URL

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

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

2. Enrollment and Completion Data

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

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/25)	Number of Completers in most recently completed academic year (12 months ending 06/25)
<i>Programs that lead to initial teaching credentials</i>			
Master of Arts in Teaching: Biology	<i>Initial Certification: Secondary Biology (Grades 7-12)</i>	0	0
Master of Arts in Teaching: Chemistry	<i>Initial Certification: Secondary Chemistry (Grades 7-12)</i>	0	0
Master of Arts in Teaching: English	<i>Initial Certification: Secondary English (Grades 7-12)</i>	1	1
Master of Arts in Teaching: Earth Science	<i>Initial Certification: Secondary Earth Science (Grades 7-12)</i>	1	1
Master of Arts in Teaching: French	<i>Initial Certification: Secondary French (Grades 7-12)</i>	1	1
Master of Arts in Teaching: History	<i>Initial Certification: Secondary History (Grades 7-12)</i>	3	3
Master of Arts in Teaching: Mathematics	<i>Initial Certification: Secondary Mathematics (Grades 7-12)</i>	0	0

Master of Arts in Teaching: Music (vocal and instrumental)	<i>Initial Certification:</i> PreK-12	2	0
Master of Arts in Teaching: Physics	<i>Initial Certification:</i> Secondary Physics, Grades 7-12	0	0
Master of Arts in Teaching: Spanish	<i>Initial Certification:</i> PreK-12	0	0
Master of Arts in English TESOL	<i>Initial Certification:</i> PreK-12	0	0
Bachelor of Science: Physical Education	<i>Initial Certification:</i> PreK-12	57	28
Bachelor of Science: Early Childhood Education	<i>Initial Certification:</i> Early Childhood Education (PreK- Grade 3)	93	55
Bachelor of Science: Early Childhood/ Elementary Education Dual Certification	<i>Initial Certification:</i> Early Childhood Education (PreK-Grade 3) & Elementary Education (Grades1-6)	29	11
Bachelor of Science: Elementary Education	<i>Initial Certification:</i> Elementary Education (Grades 1-6)	147	66
Bachelor of Science: Biology Secondary Education Concentration	<i>Initial Certification:</i> Secondary Biology (Grades 7-12)	4	2
Bachelor of Science: Chemistry Secondary Education Concentration	<i>Initial Certification:</i> Secondary Chemistry (Grades 7-12)	1	1
Bachelor of Science: Earth Science Secondary Education Concentration	<i>Initial Certification:</i> Secondary Earth Science (Grades 7-12)	0	0
Bachelor of Science: English to Speakers of Other Languages/K-12 Certification	<i>Initial Certification:</i> PreK-12	3	3
Bachelor of Science: English Secondary Education Concentration	<i>Initial Certification:</i> Secondary English (Grades 7-12)	17	3
Bachelor of Science: French Secondary Education Concentration	<i>Initial Certification:</i> PreK-12	0	0

Bachelor of Science: History Secondary Education Concentration	<i>Initial Certification:</i> Secondary History (Grades 7-12)	30	13
Bachelor of Science: Mathematics Secondary Education Concentration	<i>Initial Certification:</i> Secondary Mathematics (Grades 7-12)	10	4
Bachelor of Science: Music (vocal and instrumental)	<i>Initial Certification:</i> PreK-12	6	2
Bachelor of Science: Physics Secondary Education Concentration	<i>Initial Certification:</i> Secondary Physics (Grades 7-12)	0	0
Bachelor of Science: Spanish Secondary Education Concentration	<i>Initial Certification:</i> PreK-12	6	2
Total for programs that lead to initial credentials		411	196
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education: Educational Leadership	<i>Advanced Certification:</i> Supervisors of Instruction, Assistant Principals, and Principals	36	22
Master of Education: Reading Specialist	<i>Advanced Certification:</i> Reading Specialist	6	3
Total for programs that lead to additional/advanced credentials		42	25
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
N/A	N/A	N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		453	221
Unduplicated total of all program candidates and completers		453	221

Added or Discontinued Programs

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

None

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

1. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

During the 2024-2025 year, there were 453 unique candidates enrolled in our AAQEP-accredited programs.

2. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

During the 2024-2025 year, there were 221 unique completers of our AAQEP-accredited programs.

3. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

During the 2024-2025 year, there were 221 completers recommended for certification, licensure, or endorsements from our AAQEP-accredited programs.

4. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Across programs, 93% of all candidates completed their programs within the expected timeframe, and 98.5% of candidates completed within 1.5 times the expected timeframe.

Program	Expected Timeframe (months)	100% Expected Timeframe (%, n)	100-150% Expected Timeframe (%, n)	Total Completion Within 150% (%, n)
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Master of Arts in Teaching: Biology	18			
Master of Arts in Teaching: Chemistry	18			
Master of Arts in Teaching: English	18		100% (1)	100% (1)
Master of Arts in Teaching: Earth Science	18	100% (1)		100% (1)
Master of Arts in Teaching: French	18	100% (1)		100% (1)
Master of Arts in Teaching: History	18	67% (2)	33% (1)	100% (3)
Master of Arts in Teaching: Mathematics	18			
Master of Arts in Teaching: Music (vocal and instrumental)	18			
Master of Arts in Teaching: Physics	18			
Master of Arts in Teaching: Spanish	18			
Master of Education in Educational Leadership	48	82% (18)	14% (3)	95% (21)
Master of Education: Reading Specialist	48	33% (1)	67% (2)	100% (3)
Master of Arts in English TESOL	48			
Bachelor of Science: Physical Education	48	96% (27)	4% (1)	100% (28)
Bachelor of Science: Early Childhood Education	48	96% (53)	4% (2)	100% (55)
Bachelor of Science: Early Childhood/ Elementary Education Dual Certification	54	100% (11)		100% (11)
Bachelor of Science: Elementary Education	48	97% (64)	3% (2)	100% (66)
Bachelor of Science: Biology Secondary Education Concentration	48	100% (2)		100% (2)
Bachelor of Science: Chemistry Secondary Education Concentration	48		100% (1)	100% (1)

Bachelor of Science: Earth Science Secondary Education Concentration	48			
Bachelor of Science: English to Speakers of Other Languages/K-12 Certification	48	67% (2)	33% (1)	100% (3)
Bachelor of Science: English Secondary Education Concentration	48	67% (2)	33% (1)	100% (3)
Bachelor of Science: French Secondary Education Concentration	48			
Bachelor of Science: History Secondary Education Concentration	48	92% (12)	8% (1)	100% (13)
Bachelor of Science: Mathematics Secondary Education Concentration	48	100% (4)		100% (4)
Bachelor of Science: Music (vocal and instrumental)	48		100% (2)	100% (2)
Bachelor of Science: Physics Secondary Education Concentration	48			
Bachelor of Science: Spanish Secondary Education Concentration	48	100% (2)		100% (2)
Total		92% (204)	8% (18)	99% (220)

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

edTPA is used as a performance assessment in the Seidel School of Education. In 2024-2025, all completers ($n = 196$) met the state licensure and Seidel School graduation requirement of receiving a nationally scored, numeric result on edTPA.

Presently, the overall required Praxis 2 pass rate in the Seidel School for 2024-2025 is 85.5%, which indicates the number of students who passed all required licensure tests in their content areas. The only individual Praxis 2 tests with a pass rate lower than 80% were the Mathematics (5165, %) and the World and US History: Content Knowledge (5941, 75%).

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

Program completers are surveyed at the time of completion, and at 1-, 3-, and 5-year intervals post-completion. Findings indicate completers felt prepared for the tasks of teaching and leading and were satisfied with the professional education they received in the Seidel School of Education.

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

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

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

Typically, the Maryland Longitudinal Data System, an independent unit of Maryland State government, provides detailed, longitudinal employment rates for University System graduates, and individual institutions, such as Salisbury University. At the time of this report, they are going through a system transition and the most recent data available were from 2021-2022 completers. Of the 196 completers from the 2021-2022 graduating cohort, 173 were visible in the Maryland workforce. 130 were employed as teachers by a Maryland Public School in 2022-2023, 4 were in administrative public school positions, 15 were employed in another educational services role providing public and private K-12 or postsecondary education services, and 20 were visible in another relevant role such as religious organizations, public administration, or child day care services. Data for those with jobs outside of Maryland are not available or included in those numbers.

We surveyed 2024-2025 completers near the end of their programs to determine if they had secured a position for the 2024-2025 school year, or if they had been accepted to a graduate program. Of the 164 responses, 64 (39.0%) had already secured a position and 6 (3.7%) were pursuing a graduate program in 2024-2025. Of those who secured positions, 3 (4.7%) were in Delaware, 56 (87.5%) were in Maryland, 1 (1.5%) was in New Jersey, 1 (1.5%) was in Tennessee, and 3 (4.7%) did not indicate the state in which they had accepted employment.

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>edTPA</p> <p>At Salisbury University, all initial licensure candidates (B.S. and M.A.T.) were required to complete the edTPA in 2024-2025. At Salisbury University, edTPA has been a Schoolwide graduation requirement since Spring 2022. The edTPA is aligned with AAQEP aspects 1a-1f. Data are aggregated by scores received for 2024-2025 fall and spring semester completers.</p>	<p>Presently, there is no required cut score for edTPA to graduate from Salisbury University or obtain licensure from the State of Maryland. Receiving a numeric score is the graduation and licensure expectation for candidates. All but one Seidel School of Education program edTPA assessment has a score range of 12-75; the World Languages edTPA has a range of 13-64.</p> <p>In 2024-2025, the Seidel School's performance expectation required for program completion was that candidates submit the edTPA for national scoring and obtain a numeric score and not an Incomplete.</p>	<p>Across 196 program completers in 2024-2025, 196 (100%) completers in all our initial licensure programs obtained a numeric score on the edTPA necessary for graduation from Salisbury University and state licensure in Maryland. The mean score on edTPA across all tests was 40.77, or 2.72/rubric.</p> <p>100% of candidates met the expectation for graduation and licensure in 2024-2025.</p>
<p>Content and Professional Knowledge Tests</p>	<p>Our performance expectation is that candidates reach or exceed the state-required cut scores necessary for licensure or certification. Cut scores for each test can be found at the link below and range from 143-169 for tests associated with programs offered at Salisbury University.</p> <p>https://www.ets.org/praxis/md/epp/state-requirements/score-requirements.html</p>	<p>Below are the numbers taking and passing required Praxis tests, and pass percentage, by subject test. Test results with fewer than ten students are redacted for student confidentiality but are aggregated in the total pass rate computed in Table 2.</p> <ul style="list-style-type: none"> - Biology: Content Knowledge (5235): x/2, x% - Chemistry: Content Knowledge (5246): x/1, x%

Salisbury University requires all candidates in initial licensure (B.S. and M.A.T.) and the Master of Education: Educational Leadership (EDLD) program must take and receive a score on the required Praxis 2 exam (initial licensure programs) or School Leaders Licensure Assessment (SLLA, EDLD program). The Praxis exams are aligned with AAQEP aspect 1a. Data are aggregated by scores received for 2024-2025 completers.

- Early Childhood Education: Early Childhood Education (5025): 42/47, 89.4%
- Earth and Space Science: Content Knowledge (5572): x/1, x%
- Elem Ed: CKT Reading/Lang Arts Subtest (7812): 68/75, 90.7%
- Elem Ed: CKT Mathematics Subtest (7813): 71/75, 94.7%
- Elem Ed: CKT Science Subtest (7814): 73/75, 97.3%
- Elem Ed: CKT Social Studies Subtest (7815): 68/75, 90.7%
- English Lang Arts: Content & Analysis (5039): x/5, x%
- Mathematics (5165): x/4, x%
- Music Content & Instruction (5114): x/1, x%
- Physical Education (5095): Content and Design: 26/26, 100%
- Teaching Reading: Elementary (5205): 114/127, 89.8%
- World and US History: Content Knowledge (5941): 12/16, 75%

		<p>The only reported tests with a pass rate lower than 80% were the Mathematics (5165) and World and US History: Content Knowledge (5941) exams. Both are relatively small programs and narrowly missed the 80% pass rate, and both exams are being reviewed within the SCED-PHED department to provide additional assistance to students, as needed.</p>
<p>Intern Evaluation Instrument</p> <p>Mentor teachers complete a digital, mid-point observation evaluation of the interns during the interns' placement. Supervisors and mentor teachers complete a final evaluation of interns during their field placements. Evaluations are scored on a 4-point scale: Exemplary (4), Proficient (3), Developing (2), or Unsatisfactory (1). There are 21 items on the Intern Evaluation Instrument, each scored with an analytic rubric line. The Intern Evaluation Instrument is aligned with AAQEP aspects 1a-1f. Data are aggregated across Fall and Spring semesters during the 2024-2025 school year, when applicable.</p>	<p>The expectation on the Intern Evaluation Instrument is that interns average at least a 3.0/4.0 (Proficient to Exemplary) on their cross-programmatic mentor and supervisor evaluations across all items aligned with AAQEP Standard 1. These items assessed interns on their performance in the areas of Learner Development, Learner Differences, Learner Motivation, Learning Environments, Content Knowledge, Content Application, Flexibility and Responsiveness, Learner Assessment, Learner Feedback, Impact on P-12 Learning, Reflection on Teaching, Instructional Resources, Planning for Instruction, Instructional Strategies, Instructional Technology, and Ethical Practice.</p>	<p>The total average rubric score for rubric items aligned with AAQEP Standard 1 across all interns in 2024-2025 (Mentor Teacher = 157, Supervisor = 156) were 3.7 and 3.5, respectively, with an overall mean of 3.6 across both semesters and all raters. Below are item mean scores rated by Mentor Teachers and Supervisors, respectively, among all candidates, followed by overall mean (supervisor and mentor teacher) by program.</p> <p> Learner Development: 3.7, 3.6 Learner Differences: 3.6, 3.4 Learner Motivation: 3.6, 3.4 Learning Environments: 3.9, 3.7 Content Knowledge: 3.6, 3.5 Content Application: 3.5, 3.4 Flexibility and Responsiveness: 3.8, 3.6 Learner Assessment: 3.6, 3.4 Learner Feedback: 3.7, 3.6 Impact on P-12 Learning: 3.5, 3.3 Reflection on Teaching: 3.8, 3.5 Instructional Resources: 3.6, 3.3 </p>

	<p>There are options for scoring rubric lines Not Applicable or No Opportunity to Observe, so a composite cut score would be inappropriate, given those options would not create a quantifiable result on some rubric lines for some candidates.</p>	<p>Planning for Instruction: 3.7, 3.4 Instructional Strategies: 3.7, 3.5 Instructional Technology: 3.6, 3.5 Ethical Practice: 3.8, 3.7</p> <p>Across both sets of raters and all rubrics, all rubric results (100%) met the target of a mean of 3.0 or greater, indicating Proficiency or greater.</p> <p>Tabled below are results, by program, of the intern evaluation, which includes mean scores across all raters. The first table includes the Early Childhood Education (ECED), Elementary Education (ELED), and Elementary Education with Dual Certification in Early Childhood Education (Dual) degrees. The second table includes secondary education concentrations in Biology and Chemistry (Sci.), English (Eng.), History (Hist.), Mathematics (Math), Music, ESOL, and Foreign Languages (MEL, combined due to size), and the degree in Physical Education (PE). Shortened item names represent, in order, those listed above.</p>																				
		<table border="1"> <thead> <tr> <th>Item</th><th>ECED</th><th>ELED</th><th>Dual</th></tr> </thead> <tbody> <tr> <td>Learner Dev.</td><td>3.6</td><td>3.6</td><td>3.7</td></tr> <tr> <td>Learner Diff.</td><td>3.5</td><td>3.3</td><td>3.7</td></tr> <tr> <td>Learner Mot.</td><td>3.5</td><td>3.4</td><td>3.8</td></tr> <tr> <td>Learning Env.</td><td>3.8</td><td>3.6</td><td>4.0</td></tr> </tbody> </table>	Item	ECED	ELED	Dual	Learner Dev.	3.6	3.6	3.7	Learner Diff.	3.5	3.3	3.7	Learner Mot.	3.5	3.4	3.8	Learning Env.	3.8	3.6	4.0
Item	ECED	ELED	Dual																			
Learner Dev.	3.6	3.6	3.7																			
Learner Diff.	3.5	3.3	3.7																			
Learner Mot.	3.5	3.4	3.8																			
Learning Env.	3.8	3.6	4.0																			

Content Kno.	3.5	3.3	3.8
Content App.	3.5	3.4	3.7
Flex. & Resp.	3.7	3.6	3.7
Learner Assmt.	3.5	3.3	3.8
Learner Fdb.	3.7	3.5	3.8
Impact	3.5	3.3	3.8
Refl. on Teach.	3.6	3.5	3.8
Inst. Res.	3.4	3.4	3.8
Plan. for Inst.	3.5	3.4	3.8
Inst. Strat.	3.6	3.4	3.8
Inst. Tech.	3.6	3.5	3.8
Ethical Pra.	3.7	3.8	3.8

Item	Sci.	Eng.	Hist.	Math	MEL	PE
Learn er Dev.	3.7	3.8	3.5	3.8	3.9	3.5
Learn er Diff.	3.7	3.4	3.4	3.5	3.9	3.5
Learn er Mot.	3.8	3.7	3.5	3.5	3.9	3.5
Learni ng Env.	4	3.9	3.9	3.2	4	3.8
Conte nt Kno.	3.8	3.7	3.5	3.8	3.9	3.6

		Content App.	3.7	3.6	3.5	3.2	3.9	3.3
		Flex. & Resp.	3.7	3.9	3.7	3.5	3.9	3.6
		Learn er Assmt .	3.8	3.7	3.6	3.8	3.5	3.4
		Learn er Fdb.	3.8	3.6	3.6	3.5	3.9	3.5
		Impact	3.8	3.4	3.5	3.0	3.6	3.3
		Refl. on Teach .	3.8	3.8	3.8	3.5	3.6	3.7
		Inst. Res.	3.8	3.8	3.5	3.8	3.7	3.5
		Plan. for Inst.	3.8	3.7	3.5	3.8	3.8	3.7
		Inst. Strat.	3.8	3.7	3.5	3.5	3.9	3.5
		Inst. Tech.	3.8	3.6	3.6	3.3	3.7	3.5
		Ethical Pra.	3.8	3.8	3.8	3.5	3.9	3.8
At the program level, all assessed rubrics met the 3.0 (Proficient) target. Data were shared with appropriate departments and programs.								

External Dispositions Assessments

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

Initial licensure data reported here reflect faculty dispositions in early courses identified by programs, and completer survey indicators of dispositions.

Dispositional assessments are aligned with AAQEP aspect 1f, as well as additional graduate program standards in EDLD and REED. Data are aggregated across Fall, Winter, Summer, and Spring semesters during the 2024-2025 school year, when applicable.

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

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

The EDLD program dispositional assessment is scored by faculty of candidates in one course. It is scored on a Likert-type scale with scores of Meets Expectations (3), Developing (2), or Needs Improvement (1). There are 15 areas of dispositions required of educational leaders. The target mean score across all areas is 2.50.

Presented below are results of dispositions assessments. With a target of 3.0, all programs (100%) met this target for each item and overall. Due to meeting the target and low numbers in some programs, data for initial licensure programs are presented by DEEE (Department of Early and Elementary Education, including Early Childhood, Elementary, and Dual programs [n = 77]; SCED, including secondary and P-12 certification programs and the Physical Education degree [n = 56].

Item	DEE E	SCE D	PHE D
Respect for Diversity	3.6	3.9	4.0
Self-Assessment	3.7	3.6	3.8
Empathy	3.9	3.9	3.9
Response to Feedback/ Supervision	3.6	3.6	3.7
Engagement	3.6	3.7	3.8
Collegiality	3.8	3.8	3.7
Punctuality	3.9	3.8	3.9
Attendance	3.6	3.5	3.8
Organization	3.6	3.7	3.8
Dependability	3.7	3.7	3.8
Initiative	3.6	3.8	3.8
Professional Presentation	3.7	3.9	4.0

Commitment to Profession	3.8	3.9	3.9
Total	3.7	3.8	3.8

Next, data from EDLD ($n = 24$) are tabled.

Item	Mean Score
Confidence	2.9
Determination/Perseverance	2.9
Vision	2.9
Driven to Learn	3.0
Conflict Resolution	3.0
Embraces Diversity & Equity	3.0
Relationship Skills	3.0
High Expectations for All	3.0
Positive Attitude	3.0
Effective Communication	3.0
Integrity	3.0
Creates a Positive Culture	3.0
Possesses Professional Beliefs, Commitment, and Work Ethic	2.9
Adaptable in Working with Staff and Stakeholders	3.0
Self-Aware of Strengths and Weaknesses	3.0
Total	2.9

Next, data from REED ($n = 2$) are tabled.

Item	Mean Score
Is cognizant of professional expectations	3.5

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

		race...and any other legally protected status	
		Develops effective, professional relationships with members of the school community	3.5
		Understands and works to remove systemic barriers that prevent full participation from all school community members	3.5
		Demonstrates awareness and competence in ensuring the well-being...of all members of the school community	4.0
		Shows interest in and seeks knowledge of local and national professional affiliations	3.0
		Supports colleagues through collaborative teamwork	3.5
		Conscientiously fulfills obligations to professional colleagues and relevant organizations	4.0
		Is objective in professional judgments of professional colleagues, faculty, and fellow students	4.0
		Promotes conflict resolution among professional colleagues, faculty, and fellow students	3.5
		Total	3.8

		All dispositional target means were met across all programs in 2024-2025.																																																				
<p>EDLD and REED Program Signature Assessments</p> <p>In the EDLD program, results from the program's summative comprehensive Qualifying Exam were used to support the EDLD student competencies. On this exam, candidates must complete and pass all four questions as a pre-requisite to enrolling in EDLD 656, the Educational Leadership Internship course. The exam is scored by faculty members using a three-level rubric (1=Approaching Standard, 2=Meets Standard, 3=Exceeds Standard). The exam includes four questions that ask them to respond to prompts that describe their knowledge, capacity, and experience in Mission, Vision, and Improvement; Operations and Management; Equity, Inclusiveness, and Cultural Responsiveness; Community and External Leadership; Learning and Instruction; and Building Professional Capacity.</p> <p>In the REED program, eight signature assessments were used as evidence of REED student competencies, including a literacy action research project, a professional literacy portfolio, a case study of a diverse student, a case study of an emergent literate's language and literacy, a self-analysis of teaching, a program of</p>	<p>In the EDLD program, the National Educational Leadership Preparation (NELP, 2018) Building-Level standards guide the program and assessments. AAQEP aspects and NELP standards are aligned below.</p> <table border="1"> <thead> <tr> <th>AAQEP Aspect</th> <th>NELP Standard</th> </tr> </thead> <tbody> <tr> <td>1a.</td> <td>4.1</td> </tr> <tr> <td>1b.</td> <td>4.3</td> </tr> <tr> <td>1c.</td> <td>3.3</td> </tr> <tr> <td>1d.</td> <td>1.2, 4.4</td> </tr> <tr> <td>1e.</td> <td>5.1</td> </tr> <tr> <td>1f.</td> <td>2.1</td> </tr> </tbody> </table> <p>The target on the EDLD Qualifying Exam is 2.0/3, or Meets Standards.</p> <p>In the REED program, International Literacy Association (ILA) 2017 standards for Reading/Literacy Specialist guide the program and assessments. AAQEP aspects and ILA standards are aligned below.</p> <table border="1"> <thead> <tr> <th>AAQEP Aspect</th> <th>ILA 2017 Standard</th> </tr> </thead> <tbody> <tr> <td>1a.</td> <td>1.1, 1.2, 1.3, 1.4</td> </tr> <tr> <td>1b.</td> <td>2.1, 2.2, 2.3, 2.4</td> </tr> </tbody> </table>	AAQEP Aspect	NELP Standard	1a.	4.1	1b.	4.3	1c.	3.3	1d.	1.2, 4.4	1e.	5.1	1f.	2.1	AAQEP Aspect	ILA 2017 Standard	1a.	1.1, 1.2, 1.3, 1.4	1b.	2.1, 2.2, 2.3, 2.4	<p>On the Qualifying Exam, EDLD students' scores are tabled below. Data note the number of scores of Meets Standard or Exceeds Standard (Met), those of Approaching Standard (Not Met), and percentage of EDLD students' rubric scores that Meet or Exceed the standards.</p> <table border="1"> <thead> <tr> <th>NELP, AAQEP</th> <th>Met</th> <th>Not Met</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>4.1, 1a.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>4.3, 1b.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>3.3, 1c.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>1.2, 1d.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>4.4, 1d.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>5.1, 1e.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>2.1, 1f.</td> <td>4</td> <td>0</td> <td>100</td> </tr> </tbody> </table>	NELP, AAQEP	Met	Not Met	% Met	4.1, 1a.	4	0	100	4.3, 1b.	4	0	100	3.3, 1c.	4	0	100	1.2, 1d.	4	0	100	4.4, 1d.	4	0	100	5.1, 1e.	4	0	100	2.1, 1f.	4	0	100
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<p>In the EDLD and REED programs, percentage of students meeting the target on the assessments were 100 and ranged from 81.0-100, respectively.</p>																																																														

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																										
<p>EDLD and REED Program Signature Assessments</p> <p>In the EDLD program, results from the program's summative comprehensive Qualifying Exam was used to support the EDLD student competencies. On this exam, candidates must complete and pass all four questions as a pre-requisite to enrolling into EDLD 656, the Educational Leadership Internship course. The exam is scored by faculty members using a three-level rubric (1=Approaching Standard, 2=Meets Standard, 3=Exceeds Standard). The exam includes four questions that ask them to respond to prompts that describe their knowledge, capacity, and experience in Mission, Vision, and Improvement; Operations and Management; Equity, Inclusiveness, and Cultural Responsiveness; Community and External Leadership; Learning and Instruction; and Building Professional Capacity.</p> <p>In the REED program, eight signature assessments were used as evidence of REED student competencies, including a</p>	<p>In the EDLD program, the National Educational Leadership Preparation (NELP, 2018) Building-Level standards guide the program and assessments. AAQEP aspects and NELP standards are aligned below.</p> <table border="1"> <thead> <tr> <th>AAQEP Aspect</th> <th>NELP Standard</th> </tr> </thead> <tbody> <tr> <td>2a.</td> <td>5.2</td> </tr> <tr> <td>2b.</td> <td>4.2</td> </tr> <tr> <td>2c.</td> <td>5.3</td> </tr> <tr> <td>2d.</td> <td>-</td> </tr> <tr> <td>2e.</td> <td>6.1</td> </tr> <tr> <td>2f.</td> <td>1.1</td> </tr> </tbody> </table> <p>In the REED program, International Literacy Association (ILA) 2017 standards for Reading/Literacy Specialist guide the program and assessments. AAQEP aspects and ILA standards are aligned below.</p> <table border="1"> <thead> <tr> <th>AAQEP Aspect</th> <th>ILA 2017 Standard</th> </tr> </thead> <tbody> <tr> <td>2a.</td> <td>5.1, 6.4</td> </tr> </tbody> </table>	AAQEP Aspect	NELP Standard	2a.	5.2	2b.	4.2	2c.	5.3	2d.	-	2e.	6.1	2f.	1.1	AAQEP Aspect	ILA 2017 Standard	2a.	5.1, 6.4	<p>On the Qualifying Exam, EDLD students' scores are tabled below. Data note the number of scores of Meets Standard or Exceeds Standard (Met), those of Approaching Standard (Not Met), and percentage of EDLD students' rubric scores that Meet or Exceed the standards.</p> <table border="1"> <thead> <tr> <th>NELP, AAQEP</th> <th>Met</th> <th>Not Met</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>5.2, 2a.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>4.2, 2b.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>5.3, 2c.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>6.1, 2e.</td> <td>4</td> <td>0</td> <td>100</td> </tr> <tr> <td>1.1, 2f.</td> <td>4</td> <td>0</td> <td>100</td> </tr> </tbody> </table> <p>Across Signature Assessments, REED candidates' scores across Signature Assessments are tabled below. Data note the number of scores of Proficient or Exemplary (Met standard), those of Developing or Not Met (Not Met), and percentage of REED candidates' rubric scores that Met the standards.</p>	NELP, AAQEP	Met	Not Met	% Met	5.2, 2a.	4	0	100	4.2, 2b.	4	0	100	5.3, 2c.	4	0	100	6.1, 2e.	4	0	100	1.1, 2f.	4	0	100
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6.4, 2a.	12	0	100.0																																																									
4.2, 2b.	13	2	86.7																																																									
2.2, 2c.	3	0	100.0																																																									
2.3, 2c.	15	0	100.0																																																									
6.1, 2e.	21	0	100.0																																																									
6.2, 2e.	15	0	100.0																																																									
2.4, 2f.	3	0	100.0																																																									
3.3, 2f.	3	0	100.0																																																									
3.4, 2f.	9	0	100.0																																																									
5.2, 2f.	3	0	100.0																																																									
<p>Intern Evaluation Instrument</p> <p>Mentor teachers complete a digital, mid-point observation evaluation of the interns during the interns' placement. Supervisors and mentor teachers complete a digital, final evaluation of interns during their field placements. Evaluations are scored on a 4-point scale: Exemplary (4), Proficient (3), Developing (2), or Unsatisfactory (1). There are 21 items on the Intern Evaluation Instrument, each scored with</p>	<p>The expectation on the Intern Evaluation Instrument is that interns average at least a 3.0/4.0 (Proficient to Exemplary) on their cross-programmatic mentor and supervisor evaluations across all items aligned with AAQEP Standard 2. These items assessed interns on their performance in the areas of Managing Classroom Procedures, International Perspectives, Communication with Families, Professional Development, and Leadership and Collaboration.</p>	<p>The total average rubric score for rubric items aligned with AAQEP Standard 2 across all interns in 2024-2025 (Mentor Teachers $n = 157$, Supervisor $n = 156$) were 3.7 and 3.6, respectively. By item, mean scores rated by Mentor Teachers and Supervisors, respectively, were:</p> <p>Managing Classroom Procedures: 3.6, 3.5</p> <p>International Perspectives: 3.6, 3.5</p> <p>Communication with Families: 3.6, 3.6</p>																																																										

an analytic rubric line. The Intern Evaluation Instrument is aligned with AAQEP aspects 2a, 2c, 2d, 2e, and 2f. Data are aggregated across Fall and Spring semesters during the 2024-2025 school year, when applicable.

There are options for scoring rubric lines Not Applicable or No Opportunity to Observe, so a composite cut score would be inappropriate, given those options would not create a quantifiable result on some rubric lines for some candidates.

Professional Development: 3.7, 3.6
Leadership and Collaboration: 3.7, 3.6

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

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

Item	ECED	ELED	Dual
Class. Proc.	3.5	3.5	3.5
Int'l Persp.	3.5	3.5	3.5
Comm. w/ Fam.	3.6	3.7	3.6
PD	3.6	3.5	3.5
Lead. & Collab.	3.6	3.6	3.5

Item	Sci.	Eng.	Hist.	Math	MEL	PE
Class. Proc.	3.7	3.6	3.5	3.5	3.9	3.5
Int'l Persp.	3.8	3.6	3.4	3.0	4.0	3.3
Comm. w/ Fam.	3.6	3	3.6	4.0	4.0	3.4
PD	3.7	3.8	3.7	3.3	4.0	3.8
Lead. & Collab	3.7	3.9	3.7	3.7	4.0	3.8

Across all programs, all rubrics demonstrated candidates met the target of Proficient or above (3.0).

| **Completer Program Evaluation Survey** At the end of the programs, students in the Seidel School of Education take a Completer Program Evaluation Survey with a variety of items and item types asking them to rate and provide feedback on their perceived experiences in their programs, preparedness for their future careers, clinical placements, and resources provided by Salisbury University. The Completer Program Evaluation Survey is aligned with AAQEP aspects 2a-2f. Data are aggregated at the | To support AAQEP Standard 2, we draw results from 12 items on the Completer Program Evaluation Survey. The items use a Likert-type rating scale based on the stem, "As a result of completing your education program at Salisbury University, how prepared are you to:". Completers rate their perceived preparedness on a scale from 1-4 (1=Unprepared, 2=Somewhat Unprepared, 3=Somewhat Prepared, 4=Prepared). The Seidel School of Education set the target mean score of 3.0/4.0 for each | Results ($n = 129-132$) for Completer Program Evaluation Survey items aligned with AAQEP Standard 2 are as follows: - Support inclusive learning environments for diverse learners: 3.7 - Implement culturally responsive practice: 3.7 - Support development of English proficiency among English language learners: 3.5 - Implement strategies to address the needs of gifted and talented learners: 3.6 - Implement strategies to address social and emotional learning: 3.7 |

<p>Seidel School level because all items met the target standard, by programs.</p>	<p>item, indicating a level between Somewhat Prepared and Prepared.</p>	<ul style="list-style-type: none"> - Manage learning environments effectively: 3.7 - Support collaboration and positive interaction among learners: 3.8 - Support learners' growth in international and global perspectives: 3.5 - Engage in ongoing professional learning opportunities to further develop my own knowledge and skills: 3.8 - Engage effectively in leadership roles within the school: 3.7 - Work collaboratively to advance professional practice: 3.8 - Reflect on my own professional dispositions and develop a plan when they need adjusted: 3.8 <p>All (100%) mean rating scores (3.5-3.8) exceeded the Seidel School of Education's expectations (3.0) on items aligned with AAQEP Standard 2.</p>
<p>Seidel Alumni Survey</p> <p>The Seidel Alumni Survey, a Qualtrics-based electronic survey, was distributed via email to all completers who graduated from the Seidel School of Education within five academic years preceding 2024-2025. It included a variety of selected-response and open-ended items regarding alumni employment, additional certification necessary for current employment, and feelings of satisfaction and preparedness for their careers. The Seidel Alumni Survey is aligned with</p>	<p>To support AAQEP Standard 2, we draw results from 12 items on the Seidel Alumni Survey. The items use a Likert-type rating scale based on the stem, "As a result of completing your education program at Salisbury University, how prepared are you to:". Alumni rate their perceived preparedness on a scale from 1-4 (1=Unprepared, 2=Somewhat Unprepared, 3=Somewhat Prepared, 4=Prepared).</p> <p>The Seidel School of Education set the target mean score of 3.0 (between</p>	<p>Results ($n = 42$) for Seidel Alumni Survey items aligned with AAQEP Standard 2 are as follows:</p> <ul style="list-style-type: none"> - Support inclusive learning environments for diverse learners: 3.3 - Implement culturally responsive practice: 3.6 - Support development of English proficiency among English language learners: 2.9 - Implement strategies to address the needs of gifted and talented learners: 3.0

<p>AAQEP aspects 2a-2f. Data are aggregated at the Seidel School level due to some program-level response rates, and that program data followed the same overall trend presented in Column 3.</p>	<p>Somewhat Prepared and Prepared) for each item, indicating a level between Somewhat Prepared and Prepared.</p> <p>Additionally, the survey asked alumni to rate their satisfaction with their professional education on a Likert-type scale (1=Very Dissatisfied, 2=Dissatisfied, 3=Neither Satisfied nor Dissatisfied, 4=Satisfied, 5=Very Satisfied). The target mean score is 4.0/5.0, indicating Satisfied or greater.</p>	<ul style="list-style-type: none"> - Implement strategies to address social and emotional learning: 3.3 - Manage learning environments effectively: 3.1 - Support collaboration and positive interaction among learners: 3.7 - Support learners' growth in international and global perspectives: 2.9 - Engage in ongoing professional learning opportunities to further develop my own knowledge and skills: 3.7 - Engage effectively in leadership roles within the school: 3.5 - Work collaboratively to advance professional practice: 3.8 - Reflect on my own professional dispositions and develop a plan when they need adjusted: 3.8 <p>All but two (83%) mean rating score (3.0-3.8) met or exceeded the Seidel School of Education's expectations (3.5) on items aligned with AAQEP Standard 2. The items that did not relate to English Language Learners and International and Global Perspectives. Those topics were discussed at Seidel School meetings, with programs developing plans for better addressing it moving forward.</p> <p>On the Satisfaction item, the overall mean score was 4.4, indicating alumni were satisfied to very satisfied with their Professional program, and exceeded the Seidel School target of 4.0.</p>
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<p>Employer Survey</p> <p>School-based personnel in the Seidel School of Education's partner districts completed a Qualtrics-based, electronic survey of new hires (hired within the year) from Salisbury University. The respondents were identified by Local School System partners as those with direct access to and knowledge of new hires who graduated from Salisbury University's Seidel School of Education. The survey asked respondents ('employers') to rate and provide comments on satisfaction with, preparation of, and quality of Seidel School graduates. The Employer Survey is aligned with AAQEP aspects 2a-2f. Data are aggregated by Seidel School level because respondents thought overall about the recent Seidel hires, and were not asked to respond differently by hires' program of completion. This would have dramatically affected respondents' willingness to complete the survey and/or tedium of identifying our hires' program of completion.</p>	<p>To support AAQEP Standard 2, we draw results from 12 items on the Employer Survey. The items use a Likert-type rating scale based on the stem, "How prepared are Salisbury University graduates to:". 'Employers' rate Seidel School graduates' perceived preparedness on a scale from 1-4 (1=Unprepared, 2=Somewhat Unprepared, 3=Slightly Prepared, 4=Prepared).</p> <p>The Seidel School of Education set the target mean score of 3.0/4.0 for each item, indicating a level between Somewhat Prepared and Prepared.</p> <p>Another item asked 'employers' to rate the overall quality of new Salisbury University graduates on a 5-point, Likert-type rating scale (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent). The target mean score is 4.0/5.0, indicating Very Good or greater.</p>	<p>Results (total respondent $n = 20$) for Employer Survey items aligned with AAQEP Standard 2 are as follows:</p> <ul style="list-style-type: none"> - Support inclusive learning environments for diverse learners: 3.4 - Implement culturally responsive practice: 3.2 - Support development of English proficiency among English language learners: 3.3 - Implement strategies to address the needs of gifted and talented learners: 3.2 - Implement strategies to address social and emotional learning: 3.1 - Manage learning environments effectively: 3.2 - Support collaboration and positive interaction among learners: 3.6 - Support learners' growth in international and global perspectives: 3.2 - Engage in ongoing professional learning opportunities to further develop my own knowledge and skills: 3.5 - Engage effectively in leadership roles within the school: 3.3 - Work collaboratively to advance professional practice: 3.5 - Reflect on their own professional dispositions and develop a plan when they need adjusted: 3.5 <p>All mean ratings were above the 3.0 (Somewhat Prepared) target.</p>
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		<p>The employers' ($n = 20$) overall mean rating for satisfaction with the performance of Salisbury University graduates was 4.1, indicating graduates were rated greater than Very Good. This exceeded the target of 4.0, indicating Seidel School graduates' 'employers' are satisfied with their performance and believe they are high quality.</p>
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5. Notes on Progress, Accomplishment, and Innovation

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

Progress

From our 23-24 AAQEP Annual Report goals, we have made progress on all identified future actions. The Seidel School of Education Dean's Office and faculty made adjustments to comply with the new regulations that were enacted July 1, 2025. Salisbury University had the most faculty in the state complete an MSDE-endorsed professional development course in the Science of Reading to gain more insight. This course (The Science of Reading Fundamentals for Maryland Educators) was funded and offered by MSDE through SUNY New Paltz. An audit of three randomly selected students per department found that professional admittance criteria were being followed. Lastly, faculty are active in developing new programs and pathways in 2025-2026, including officially beginning a minor in Special Education to supplement the learning of students in our major programs, and a sustainable pathway for paraprofessionals and childcare workers into the Early Childhood Education program.

Accomplishments

The Seidel School has had many accomplishments over the 2024-2025 school year. Next, we present select accomplishments to highlight.

DEEE. In the Department of Early and Elementary Education, DEEE completed the approximately \$2.5 million Maryland Rebuilds Grant from the Maryland State Department of Education to assist paraprofessionals and child care instructors in returning to SU to complete their degrees in Early Childhood Education and become licensed teachers. This planning led to the department launching the ABC Pathway recruitment program for early childhood educators to begin Fall 2025. The department secured a no-cost continuation of the College Assistant Migrant Program (CAMP) grant to recruit and retain migrant workers and their families at Salisbury University, while continuing the Pathways to the Professions (P2P) program, which aims to increase teacher diversity

and student success in high-need urban and rural schools across Maryland. The DEEE expanded financial support through the Child Care Career and Professional Development Fund (CCCPDF) grant to offer tuition assistance for child care providers to obtain a degree in Early Childhood Education. Partnerships grew with an MOU signed with Delaware Technical Community College and alignment of dual-enrollment courses with Wicomico County schools. Programs were realigned to NAEYC 2020 standards and SU's new general education model, with ELED 350 designated as a Gen Ed Humanities course and ECED 251 prepared for dual enrollment at Bennett High. International collaboration continued through a new study abroad experience in Costa Rica for students in ELED 410.

SCED/PHED. The Secondary Education programs have had many accomplishments in 2024-2025, including (1) continuing a successful National Science Foundation Noyce Grant program to recruit and support math and science students (Drs Randall Groth, Jennifer Bergner, Starlin Weaver, Gail Welsh), (2) securing \$75,000 in tuition support for interns through ShoreCorps, (3) EDFN 210 became a general education course meeting Civic and Social Issues requirements, and on-site Foundations courses expanded to five sections in local schools plus dual-enrollment offerings in Worcester County, (4) using Atlas Video Library to assist students in preparing for edTPA and National Board Certification, (5) The Special Education Teaching Minor launched in Fall 2025, with the first cohort starting Winter 2026, and (6) developing Accelerated Master's Program for Secondary programs to feed the M.A.T. and offer students more flexibility in their programs. Faculty supported student engagement at state, regional, and national conferences, including the Council for Exceptional Children, National Council for the Social Studies, National Council of Teachers of English, and Society of Health and Physical Educators (SHAPE).

EDLD and REED. In the Department of Leadership and Literacy Studies, MSDE approved a fully remote M.Ed. in Educational Leadership (the EDLD program, as identified in this report). The department continued to integrate state regulation-mandated Science of Reading in its courses, including three EDLD courses. EDLD updated coursework and assessments to meet new COMAR regulations for administrative internships and endorsements, revising EDLD 656 to align with NELP standards. Internship hours were redistributed across the program for compliance and meaningful leadership experiences. All courses adopted a standardized Canvas template for consistency, and mentor evaluations were fully aligned with NELP standards. Faculty completed MSDE-endorsed Science of Reading training to ensure fidelity in program integration. REED began a comprehensive revitalization process to address enrollment declines and statewide shifts in literacy support models. The department initiated a structured review to align coursework with Science of Reading requirements and emerging expectations for instructional coaching. Stakeholder input through focus groups informed recommendations for redesign, positioning REED as a responsive and sustainable program for literacy leadership. Several graduates from our Doctor of Education (Ed.D.) in Literacy Studies program are serving as adjunct faculty in the REED program thus enhancing program quality with advanced, specialized literacy knowledge and practical experience from the field.

Seidel. At the Seidel School level, there were also many accomplishments. Faculty in all programs continue to be recognized, productive scholars and experts at all levels, from local to international. Annually, the Seidel School hosts the Academy for Leadership in Education, a year-long professional development course for educators who are considering an administrative career

path or desire to improve their leadership skills. Additionally in 2024, the Seidel School began offering state-approved, Continuing Professional Development (CPD) credit-bearing National Board Certification professional development for teachers for Maryland State Department of Education (MSDE) continuing professional development credit. Two partner school districts sent cohorts of teachers through the courses in 2024-2025. Faculty participated in statewide leadership initiatives such as the Maryland Literacy Leadership Summit and Deans for Impact Learning by Scientific Design Network. Faculty engagement continued through MHEC fellowships, MSDE workgroups, and partnerships supporting teacher development.

Challenges

At the state level, there are several challenges that the Seidel School is addressing. First, the state's public education law – Blueprint for Maryland's Future – and newly approved regulations that were enacted July 1, 2025, are challenging local school districts and SU. With changes and opportunities too vast to discuss in this document, faculty and administrators in the Seidel School have been actively engaged with the processes of this law and discussions on ways the Seidel School can position itself to be an educational leader and provide support for local school districts. Additionally, although not unique to our state, Maryland is facing an on-going teaching shortage across most teaching areas. As indicated in the Accomplishments, the Seidel School is pursuing all avenues to assist with this shortage, including programming modifications, more targeted and expansive recruitment efforts, and grow-your-own partnerships, among many others. Lastly, the Maryland state budget is challenging this year, as it has been for the previous two years, so there will likely be fewer funding opportunities from the state and additional cuts will likely be made at all universities in the University System of Maryland. Some of these budgetary cuts have a direct impact on students pursuing a career in teaching as state scholarship funds have been diminished across the board.

Priorities

The Seidel School has several priorities over the next few years. First, the programs are having discussions on program offerings and scheduling, strategies, and curricular alignment to address the teacher shortage in light of a drastically new state educational law. Second, the School is determining how to leverage funding opportunities and partnerships to grow interest in teaching and education programs. For example, the Seidel School has and will continue to partner with local school systems, local community colleges, and childcare centers to develop accessible pathways for those interested in gaining degrees and credentials to teach. This includes development of Registered Apprenticeships in collaboration with MSDE and area LEAs as well as an Alternative Certification Licensure Only option in collaboration across the University System of Maryland EPPs. Finally, with a new University strategic vision and plan being developed (2026-2031), the Seidel School is working to determine how to best align its priorities with potential new priorities of the University administration, while continuing to ensure that support for the Seidel School of Education is a priority at all levels of leadership.