



Salisbury University
Traditional Report AY 2016-17
Maryland



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

1101 Camden Avenue

Conway Hall 354E

CITY

Salisbury

STATE

Maryland

ZIP

21801

SALUTATION

Dr.

FIRST NAME

Althea

LAST NAME

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency**
- Pre-baccalaureate**
- Both Residency and Pre-baccalaureate**

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Early and Elementary Education	No	
Early Childhood Education	No	
Elementary Education	No	
Teacher Education-Biology	No	
Teacher Education-Chemistry	No	
Teacher Education-Earth Science	No	
Teacher Education-English as a Second Language	No	
Teacher Education-English/Language Arts	No	
Teacher Education-French	No	
Teacher Education-History	No	
Teacher Education-Mathematics	No	
Teacher Education-Music	No	
Teacher Education-Physical Education	No	
Teacher Education-Physics	No	
Teacher Education-Spanish	No	

Total number of teacher preparation programs: 16

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Teaching English to Speakers of Other Languages	No	
Total number of teacher preparation programs: 16		

Program Requirements

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<https://www.salisbury.edu/teachered/ELED/PTEP.Waiver.pdf>

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

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

Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Professional Candidate Dispositions Assessment	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.25

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.52

6. Please provide any additional information about the information provided above:

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Exit Portfolio"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

6. Please provide any additional information about the information provided above:

All Secondary/P12 programs except for P.E. and M.A.T.: PROFESSIONAL PROGRAM ADMISSION REQUIREMENTS In order to enroll in professional

education program courses, students must meet the following requirements: • Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors. • Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits. • Have a cumulative minimum GPA of 2.75 in the major, including transfer credits. • Complete all pre-professional requirements, including passing Praxis Core or state-approved equivalent test • Complete four courses in the major field. P.E. program: In order to enroll in professional education program courses, students must meet the following requirements: • Complete an application for formal admission to the professional program. Obtain written approval of the application from advisor. • Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits. • Have a cumulative minimum GPA of 2.75 in the major, including transfer credits. • Present documentation of current CPR and First Aid Certification. • Complete all pre-professional requirements. M.A.T. program: To be eligible for admission as a degree-seeking student to the Master of Arts in Teaching program, the prospective student must: • complete the online SU application (www.salisbury.edu/apply); • possess a baccalaureate degree in an appropriate content area, including adequate and current content area coursework in the intended certification area; • have a cumulative GPA of at least 3.0 in the last half of their undergraduate program, or possess a prior graduate degree; • submit passing scores which meet Maryland standards on one of the tests listed before beginning the program. See link: <https://www.ets.org/praxis/md/requirements/> • submit official transcripts from all institutions attended; • submit three (3) letters of recommendation from individuals who can speak to the following criteria: o ability to write at an appropriate skill level for graduate work o a level of motivation appropriate to carry the candidate through a rigorous graduate program; and, • undergo a structured interview by the joint MAT Admission Committee.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	165
Average number of clock hours required for student teaching	650
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	18
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	41
Number of students in supervised clinical experience during this academic year	248

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

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

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

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	<input type="text" value="225"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="43"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="182"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="5"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

2

Black or African American

13

Native Hawaiian or Other Pacific Islander

0

White

194

Two or more races

11

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	37
13.1202	Teacher Education - Elementary Education	109
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	43
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	33
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	18
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	2
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: Teacher Education - Early Childhood and Elementary Education	21

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	37
13.1202	Teacher Education - Elementary Education	109
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	43
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	33
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	18
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	2 <input type="text"/>
13.14	Teacher Education - English as a Second Language	2 <input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text" value="Teacher Education - Early Childhood and Elementary Education"/>	<input type="text" value="21"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2016-17	<input type="text" value="245"/>
2015-16	<input type="text" value="240"/>
2014-15	<input type="text" value="224"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

15

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

No, the annual goal to add 15 mathematics teachers was not met. We were able to add 9 to the program. Failure to meet professional program GPA requirements in mathematics prohibited 4 prospective candidates from joining the program. The others in the pipeline decided to pursue other majors.

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

A variety of strategies were used across the mathematics, science, ESOL, and other programs, to try to achieve the goal of attracting more students. All prospective candidates had individual, personalized advising meetings to help them monitor and track their progress toward program admissions requirements. We also did a variety of outreach sessions to attract new students, including university open houses, a special information night about education programs for current undergraduates, sessions at the university's admitted student day, and sessions at the university's sophomore year experience event.

6. Provide any additional comments, exceptions and explanations below:

We will continue using the strategies of individual, personalized advising meetings and doing outreach during special university events to try to attract new students. In addition, the Provost will be asking the university admissions office to do targeted admission of undergraduates who plan to major in teaching programs that address critical shortage areas. Another step that will be taken to attract more candidates in mathematics and science is preparation of a Noyce Scholarship proposal to be submitted to the National Science Foundation. If funded, these scholarships will provide junior and senior level undergraduates with scholarships for at least \$10,000 each per year. This should help attract STEM undergraduates who have not yet decided to pursue an education track. The Secondary/K12 programs coordinator will prepare the Noyce proposal this year in collaboration with faculty in the Henson School of Science and the Seidel School of Education.

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

9

9. Provide any additional comments, exceptions and explanations below:

Records from individual advising indicate that we will have approximately 9 prospective mathematics teachers in the new cohort. Even if the attrition rate is approximately one-third, as in the previous years, we should have 6 or more mathematics teachers in the new cohort.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

9

12. Provide any additional comments, exceptions and explanations below:

Annual Goals - Science

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

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

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

academic years.

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

11

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

No, the annual goal to add 11 science teachers was not met. We were able to add 7 to the program.

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

A variety of strategies were used across the mathematics, science, ESOL, and other programs, to try to achieve the goal of attracting more students. All prospective candidates had individual, personalized advising meetings to help them monitor and track their progress toward program admissions requirements. We also did a variety of outreach sessions to attract new students, including university open houses, a special information night about education programs for current undergraduates, sessions at the university's admitted student day, and sessions at the university's sophomore year experience event.

6. Provide any additional comments, exceptions and explanations below:

We will continue using the strategies of individual, personalized advising meetings and doing outreach during special university events to try to attract new students. In addition, the Provost will be asking the university admissions office to do targeted admission of undergraduates who plan to major in teaching programs that address critical shortage areas. Another step that will be taken to attract more candidates in mathematics and science is preparation of a Noyce Scholarship proposal to be submitted to the National Science Foundation. If funded, these scholarships will provide junior and senior level undergraduates with scholarships for at least \$10,000 each per year. This should help attract STEM undergraduates who have not yet decided to pursue an education track. The Secondary/K12 programs coordinator will prepare the Noyce proposal this year in collaboration with faculty in the Henson School of Science and the Seidel School of Education.

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

5

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

5

12. Provide any additional comments, exceptions and explanations below:

Approximately 5 prospective science teachers should be eligible for admission to the professional program in spring of 2019.

Annual Goals - Special Education

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

12. Provide any additional comments, exceptions and explanations below:

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

A variety of strategies were used across the mathematics, science, ESOL, and other programs, to try to achieve the goal of attracting more students. All prospective candidates had individual, personalized advising meetings to help them monitor and track their progress toward program admissions requirements. We also did a variety of outreach sessions to attract new students, including university open houses, a special information night about education programs for current undergraduates, sessions at the university's admitted student day, and sessions at the university's sophomore year experience event.

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

We will continue using the strategies of individual, personalized advising meetings and doing outreach during special university events to try to attract new students. In addition, the Provost will be asking the university admissions office to do targeted admission of undergraduates who plan to major in teaching programs that address critical shortage areas. Another step that will be taken to attract more candidates in mathematics and science is preparation of a Noyce Scholarship proposal to be submitted to the National Science Foundation. If funded, these scholarships will provide junior and senior level undergraduates with scholarships for at least \$10,000 each per year. This should help attract STEM undergraduates who have not yet decided to pursue an education track. The Secondary/K12 programs coordinator will prepare the Noyce proposal this year in collaboration with faculty in the Henson School of Science and the Seidel School of Education.

6. Provide any additional comments, exceptions and explanations below:

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

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

4

9. Provide any additional comments, exceptions and explanations below:

Yes, we met and even exceeded our target. We had projected to add 4 slots at the undergraduate level, and we succeeded in adding 6 slots. Full details of completers are provided below (Since ESOL is K-12, we have both graduate and undergraduate completers. We had 2 graduate completers in 2016-2017. Total number of ESOL certified teachers at both levels was 8):

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

4

12. Provide any additional comments, exceptions and explanations below:

Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Teacher-candidates are immersed in school-based field experiences throughout the curriculum, starting with foundations courses taken in the first and second year at Salisbury University (SU). An extensive network of professional development schools in place for more than 10 years, allows SU to partner with 34 schools in seven counties. Teacher-candidates are placed with supportive teacher-mentors (most who have had mentor training from SU) who scaffold their induction to the profession. All teacher-candidates learn to plan and deliver lessons consistent with the Maryland State Curriculum including Common Core. The Professional Development School internship experience at SU is extensive and intensive, consisting of 100 days of teaching over two consecutive semesters. Under carefully screened and trained mentor teachers, interns experience every aspect of teacher responsibility. SU's internship program is unique in featuring a co-teaching model that emphasizes the skill set of professional collaboration in addition to the traditional and standards-based aspects of teacher preparation. The co-teaching model has allowed school leaders to welcome interns eagerly in

this era of high stakes accountability, rather than fearing the loss of involvement by their mentor teachers that was customary in the traditional student teaching arrangement. By insisting that mentors remain engaged in instruction throughout the internship, P-12 students benefit from the combined efforts of two teachers while interns acquire enhanced skills in differentiated instruction and collaboration. Prospective teachers must successfully complete course work in inclusion. Components of this course for all SU's education candidates include: an overview of US special education laws, descriptions of common characteristics of disability subgroups, in-depth coverage of other exceptionalities and needs, including Gifted & Talented and dual language learners, identification processes, and research-based inclusive classroom instructional practices. Through structured field experiences and the completion of multiple case studies, SU candidates collaborate with general education classroom teachers, special education teachers, and other service providers and parents/families members. The multiple case studies of children with exceptional needs (disability, gifted/talented, and dual language learner) include instructional activities designed by candidate to meet a specific need identified in the particular instructional environment. In the inclusion course, candidates are also assessed on a lesson plan that focuses on accommodations and adaptations necessary in a general education classroom. Salisbury University is located on the Eastern Shore of Maryland. Overall, the public schools that SU partners with serve P-12 students who are low-income, diverse, and rural. SU teacher education candidates have a minimum of four field experiences in these schools prior to full-time clinical experience. TESOL methods, culturally relevant course materials, and language proficiency is introduced to all education candidates in early education foundations classes and integrated into more advanced classes as candidates matriculate through the program. Field experience assignments are directed toward dual language learners and candidates reflect on variety of issues that impact learning. While, the city of Salisbury would not be considered urban, the schools where SU candidates are placed for field experiences, however, face many of the same issues as urban schools, i.e., poverty, gang related violence, high crime neighborhoods, teen pregnancy, high dropout rates, etc. Through introductory coursework and multiple field experiences SU candidates are challenged by issues related to urban and low socioeconomic challenges. Faculty who teach in the programs use the experiences candidates encounter in the field to help prepare them to effectively teach in urban, low-income, and rural settings.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	120	166	120	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	11	177	11	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	121	178	121	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	13	182	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	121	170	121	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	11	169	11	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	10	178	10	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	29	180	29	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2016-17	55	176	55	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	13	181	13	100
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2014-15	27	179	26	96
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	131	174	131	100
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	130	174	130	100
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	83	172	83	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	10	178	10	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	12	177	12	100
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	10	165	10	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	12	169	12	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	3			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2016-17	33	176	33	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2015-16	20	177	20	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2014-15	25	175	25	100
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	55	180	54	98
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	146	180	146	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	148	180	148	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	55	178	54	98
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	143	179	142	99
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	147	179	147	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	55	176	55	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	145	176	145	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	147	176	147	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	41	176	41	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	44	178	44	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	43	178	43	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2016-17	45	171	45	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16	32	170	32	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	28	172	28	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	131	181	131	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	132	179	132	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	112	177	112	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2016-17	18	166	18	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16	13	166	13	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2014-15	17	169	17	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	4			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	246	245	100
All program completers, 2015-16	240	239	100
All program completers, 2014-15	224	223	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes
 No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

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

All teacher education candidates in Maryland must successfully meet the Maryland Teacher Technology Standards (MTTS). Through a variety of course experiences including a Computers in Education course, candidates are assessed on a variety of tasks that support the seven MTTS. The standards include performance based assessments that assess the ability of education candidates to demonstrate competence in the following: Standard I: Technology Information Access, Evaluation, Processing and Application Access, evaluate, and process information efficiently and effectively Standard II: Communication Use technology effectively and appropriately to interact electronically. Use technology to communicate information in a variety of formats. Standard III: Legal, Social and Ethical Issues Demonstrate an understanding of the legal, social, and ethical issues related to technology use. Standard IV: Assessment for Administration and Instruction Use technology to analyze problems and develop data-driven solutions for instructional and school improvement. Standard V: Integrating Technology into the Curriculum and Instruction Design, implement and assess learning experiences that incorporate use of technology in the curriculum-related instructional activity to support understanding, inquiry, problem-solving, communication or collaboration. Standard VI: Assistive Technologies Understand human, equity, and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice. Standard VII: Professional Growth Develop professional practices that support continual learning and professional growth in technology In order to meet the MTTS, education candidates must learn to integrate technology using multiple formats including: audio, video, and the Internet into educational settings. A variety of assignments across the program require candidates

to demonstrate the use of technology appropriate strategies. For example, virtual manipulatives and digital storytelling are among several of the technology skills that help candidates demonstrate content specific concepts. Candidates are exposed to interactive whiteboards and learn how to use this technology for both teaching and learning. Additionally, candidates during the clinical field experience are assessed on a lesson that integrates technology during instruction to P-12 students. Evidence of these four indicators (using technology for data integration, data collection, data management, and data analysis) can be found within and across programs. Common assessments to meet these four indicators were developed several years ago and recently revisited. However, because the Elementary and Early Childhood programs now have a technology course that is pre-program, it is imperative to ensure that our preservice teachers are meeting these indicators through a course that they take before entering the professional program. Additional evidence for meeting these four indicators is currently collected in 3 courses: the program's technology course, the integration of technology in lessons during internship, and Impact on Student Learning projects in seminar. Integration of technology into curricula and instruction is demonstrated and collected during internship via lessons taught. This information is collected in Livetext database. There are also multiple artifacts collected in the technology course. In the program's technology course, there is a common assessment related to data. It asks students to collect, organize, analyze school and county data and suggest strategies for improving learning. This activity introduces students to how to collect, organize, and display data so that they are prepared for the Impact on Student Learning project in Seminar. In internship, students are required to complete 2 Impact on Student Learning projects, in which they collect student data for analysis, alter instruction, and then teach and again assess. Students create charts, graphs, and narratives to support their analyses and findings. Candidates in all Secondary/P12 programs complete three common assessments to demonstrate their abilities to integrate technology into instruction and to use it for the purpose of assessment that contributes to improved instruction. The three common assessment descriptions are described as follows:

Common Assessment 1 Teachers must know and understand not only how to use current technologies and how to integrate them effectively to support instruction but also the legal, social, and ethical issues associated with using technology for instruction. There are continually new technologies to learn and there are new issues that arise with each new technology. This task will focus on some of those issues. Assume that you have been working in your new school for only a few months when the principal explains that every teacher within the school must review a list of topics for using technology, including the school's Acceptable Use Policy. The principal emphasizes that state law requires all students to be informed about cyber bullying and also wants all teachers to review copyright guidelines. Since you are a recent graduate and are up-to-date on these issues, your principal asks you to plan and develop a professional development session. Further, since everyone is busy, the teachers have requested that the final project be something that they can review on their own, instead of scheduling another meeting. The principal's list of topics to review is as follows: Legal Issues Fair Use Creative Commons Ethical Issues Digital Divide (i.e. racial, gender, socio-economic, language, etc.) Social Issues Acceptable Use Policy Cyberbullying It is not enough for teachers to just know this information; they must also transfer what they have learned into practice in the classroom. Therefore the principal requests that you add one more item to each issue - In The Classroom. For each issue, provide practical tips for teachers for addressing the issue in the classroom. You are required to provide the salient points of each topic listed above along with the In Practice tips. Use current statistics and facts to reveal the extent of an issue; use explanations, examples, and links to resources to clarify the meaning of an issue. You may decide what information to include in the project. The final project will, of course, include a References section, listing resources used in APA format. References for images should be included under the image.

Common Assessment 2 Each year, students in Maryland schools are assessed for their ability to meet learning standards. The areas of assessment vary depending on the grade level. Elementary and middle school students are currently assessed on reading, math, and science. High school students are assessed on algebra, government, science, and English. For this task, you will view the Maryland State Department of Education's School Improvement site (mdk12.org) and examine how data is collected and displayed. You will search subgroups based on race to understand information that is used by schools to analyze school and student performance. Assignment Task Select a county within Maryland as well as two specific schools within that county. Ideally, you will select the county and school in which you are completing your field placement. (Secondary students MUST focus on Middle school data for this MTTS #4 task) Determine one assessment to examine, for example mathematics, science, or reading. Examine the data for achievement of subgroups for the county and two specific schools. Using MSWord or Excel, create a chart to show how each subgroup scored (basic, proficient, advanced) on the most recent assessment for the county, for school #1, and school #2. Be sure to accurately label each part of your chart. To find this data in the MDk12 site, select the Data Analysis >MSA link, drill down to a selected school, and click on the link "How did our school and subgroups perform this year?" Examine the data in the chart to better understand achievement at the schools. Compare the assessment data for the identified school with the second school and with the county overall. For example, compare achievement at Snow Hill Middle School with achievement at Stephen Decatur Middle and overall achievement in Worcester County. Using MS Word, write a short narrative to interpret the data and explain your findings. Consider the following questions in your analysis and use specific references to the data to support your statements: Select one school (perhaps your field placement school) and describe the disparities among the subgroups. Discuss all subgroups in your response. Select two subgroups and compare the performance between the two schools and the county. What are two questions that the data raise regarding subgroup performance? Based on the data, what might a team of teachers want to consider for future instructional planning? How does using data help you make informed decisions? Select data from the chart and create a graph to help explain and illustrate the two questions in your analysis. You can use more than one chart depending on how you use the data. Insert the chart into your Word document to support your analysis. Submit the chart, graph, and analysis to your instructor. Be sure to consult the rubric for a guide when completing this assignment.

Common Assessment 3 Technology is constantly changing and as a teacher, you will be required to continually evaluate and reflect on emerging technologies to support teacher productivity and student learning. This is the essence of Maryland Teacher Technology Standard #7: Professional Growth. In order to meet this standard, you will explore an emerging technology. Emerging technologies are technologies that are still being examined to determine their benefits for improving student achievement and best practices for classroom use. They are technologies that have not yet become mainstream in schools. They may be general technologies such as those used to support project based learning, formative assessment, collaboration, or publication of student works. Or they may be emerging technologies specific to a content area, such as those used for teaching coding or mathematical modelling. After mastering use of an emerging technology, you will design and deliver a mini-lesson to teach your peers about use of the technology to support student achievement. After your instruction and peer feedback, you will compose a reflection on your instruction. Use the following process to complete this project. Design Explore your assigned technology and become an expert on its affordances and challenges for enhancing instruction and/or teacher productivity. Find at least three resources that provide evidence that experts in the field endorse the use of this tool for classroom instruction. Create a mini- lesson that teaches the class how to use the tool for instruction. In your lesson include the following: A warm up that introduces use of the tool An overall introduction to the lesson Explicit instruction to teach the class how to use the tool, affordances, and challenges of using the tool A virtual 'handout' to provide benefits, challenges, and additional resources for learning more about the tool. Provide annotations for each of the resources, describing what we will learn from the resource. (For example, the candidate could use Google Docs and share the URL with the class prior to or during the presentation.) As a closing activity, share your lesson with the class, either

virtually or face-to-face. Demonstrate use of a variety of tools in your presentation. For example a presentation tool (i.e. Google Slides) can provide an introduction or overview. An assessment tool (i.e. Kahoot, Google Forms) could provide closing activities. Video and screencasting can provide live presentations. Engage the audience in a hands-on activity, whether it be interacting with the tool or responding about the tool. Reflect using feedback from the class regarding the presentation, write a reflection of the mini-lesson. Reflections might include: strategies for improving the lesson, lessons learned from use of the tool, needs for further investigation of the tool, etc. Additionally, university supervisors complete an evaluation of a technology-based lesson candidates teach in the field during their student teaching internship. The rubric for this assessment includes looking for how well technology is integrated with the content areas and the pedagogical skills candidates demonstrate when using technology as part of instruction.

Universal Design for Learning information All Secondary/P12 candidates are taught principles of universal design for learning in SCED 367: Inclusive Instruction for Secondary Educators. In this course, students learn principles of UDL and apply those principles in a lesson plan assignment, blending the specific inclusive education methods with content area pedagogy. In order to prepare students to teach students with disabilities and ESOL learners, students complete an inclusive lesson plan based on differentiation and Universal Design for Learning and teach that lesson in the clinical setting. The lesson plan includes assessment and analysis of its effectiveness based on the student learning (including students with disabilities and ESOL students).

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

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

Prospective teachers must successfully complete course work in inclusion. Components of this course for all Salisbury University education candidates includes an overview of US special education laws, high/low incidence disability subgroups, other exceptionalities and needs such as Gifted & Talented, identification processes, and research-based inclusive classroom practices. Through structured field experiences, SU candidates collaborate with classroom teachers, special education teachers, and other service providers. Clinical study of a child with an Individualized Education Plan that includes instructional activities designed by candidates is required. Candidates are assessed on a lesson plan that focuses on accommodations and adaptations for specific special needs in the inclusive classroom. Bi-lingual methods, culturally relevant course materials, and language proficiency is introduced to all education candidates in early education foundations classes and integrated into more advanced classes as candidates matriculate through the program. Field experience assignments are directed toward ELL students and candidates reflect on variety of issues that impact student learning. The key assessment in the Teaching Diverse Learners course is a three-part case study that includes a specific case for each of the three types of learners. Because candidates are not always in classrooms with students who are Dual Language Learners or Gifted/Talented, these two cases are hypothetical, but the third one (student with a learning disability) is real because it is more common and can be found practically in most classrooms. During the 100-day internship, students also get opportunities to participate in IEP meetings as guests of their mentor teachers. The rubric to assess the associated competencies embedded in the three-part case study was developed using the CAEP Evaluation Framework (CEF) and is now a part of the PEU database. All other initial certification programs have made similar adjustments to include and assess competencies for working with students from all three special groups. Data from the new assessment of these competencies are being collected.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

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

NA

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

In addition to recently revising the teacher education curriculum to respond to needs of the local schools and changes in the teaching field, a major overhaul of all assessment instruments used to collect data is in progress. Fall 2018 begins the three-year cycle of data for the next self-study and accreditation visit in 2021 and the two-cycles of data required for the next Specialized Professional Association (SPA) reports due in fall 2019. Salisbury University was granted an extra year to prepare the SPA reports because changes in the accreditation policy of the state. The transition from the National Council for Accreditation of Teacher Education (NCATE) to the Council for the Accreditation of Educator Preparation (CAEP) mandates major revisions. Given the increased emphasis on data validity and reliability embedded in the CAEP standards, the Educator Preparation Provider (EPP) hired an assessment specialist who will be responsible for establishing data quality and making analyses of performance data available to faculty for continuous program improvement.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **225**.

Number of program completers from Section I: Program Information, Program Completers is **245**.

For a total enrollment of **470**.

I certify the total enrollment shown above is correct.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dan Jake Follmer

TITLE:

Unit Assessment/Accreditation Specialist

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Althea Pennerman

TITLE:

Associate Dean for Academic Affairs

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	308	225	-26.95%
Male Enrollment	36	43	19.44%
Female Enrollment	272	182	-33.09%
Hispanic/Latino Enrollment	13	5	-61.54%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	4	2	-50.00%
Black or African American Enrollment	17	13	-23.53%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	260	194	-25.38%
Two or more races Enrollment	5	11	120.00%
Average number of clock hours required prior to student teaching	165	165	0.00%
Average number of clock hours required for student teaching	650	650	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	16	18	12.50%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	42	41	-2.38%
Number of students in supervised clinical experience during this academic year	240	248	3.33%
Total completers for current academic year	240	245	2.08%
Total completers for prior academic year	224	240	7.14%
Total completers for second prior academic year	263	224	-14.83%