2016 EPP Annual Report

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

Section 1. AIMS Profile

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

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

	Agree	Disagree
1.1.1 Contact person	☑	○
1.1.2 EPP characteristics	☑	○
1.1.3 Program listings	☑	○

Section 2. Program Completers

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

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure

224

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

18

Total number of program completers   242

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

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

Section 3. Substantive Changes

Section 4. Display of candidate performance data.
Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.
Pass rates, default rates, placement rates, program and university information:
http://www.salisbury.edu/seidel/peu.html

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

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

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

1.	Candidate competencies in teaching English language learners and gifted and talented students as required by state standards are not assessed across all initial programs.	(ITP)

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

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

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

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

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

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

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

1.	The unit does not systematically use program data at the unit and

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

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

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

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

1.	The unit lacks a systematic plan for ore of Mar8431 1e uPss6inidivers	(ITP)

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

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

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

Section 7. Accreditation Pathway

E-mail: dmwagner@salisbury.edu

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