

Title II HEA

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Salisbury University Traditional Program

2017

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Salisbury University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Maryland

Address: 1101 Camden Avenue
Teacher Education & Technology Center 354
Salisbury, MD, 21801

Contact Name: Dr. Kelly Fiala
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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?

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other Professional Candidate Dispositions Assessment	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.5

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.5

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No

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 2015-16:	308
Unduplicated number of males enrolled in 2015-16:	36
Unduplicated number of females enrolled in 2015-16:	272

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	13
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	4
Black or African American:	17
Native Hawaiian or Other Pacific Islander:	0
White:	260
Two or more races:	5

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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

Teacher Education - Foreign Language

Teacher Education -

Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	13
Teacher Education - Physics	
Teacher Education - Spanish	3

Teacher Education - Speech

Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	

Engineering

Business/Business Administration/Accounting	
Computer and Information Sciences	

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

faculty advisor

students day and open houses

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

Academy of Maryland programs to campus for visits with faculty and students on campus.

education faculty advisor

ay and open

houses

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

15

Provide any additional comments, exceptions and explanations below:

Records from individual advising indicate that we will have a substantially larger cohort in 2017-2018. If all of the students planning to enter the professional teacher education program satisfy admission requirements, we will be back up to approximately 15 teachers in the new cohort. Even if the attrition rate is approximately one-third, as in the previous years, we should have 10 or more teachers in the new cohort.

Section II 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. ([Â§205\(a\)\(1\)\(A\)\(ii\)](#), [Â§206\(a\)](#))

Information about teacher shortage areas can be found at <http://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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

10

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

There is no formal recruiting plan at the program level. The Admission Office recruits students for the University.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

11

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals -

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 2015-16

Did your program prepare teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Did your program meet the goal for prospective teachers set in special education in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

No

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

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. ([Â§205\(a\)\(1\)\(A\)\(ii\)](#), [Â§206\(a\)](#))

Information about teacher shortage areas can be found at <http://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.

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.

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Enrollments are still occurring for the fall of 2017 so we do not have firm numbers. However, we have students who are in the pipeline. We are in the process of designing an in-service teacher

- for the fall of 2017 open to 30 potential teachers.

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

ETS5732 -

<p>ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2013-14</p>	4			
<p>ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl</p>	2			

ETS5015 -ELEM ED INSTR PRACTICE AND APPL
(DISC)

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
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			

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Educational Testing Se

2

ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	2			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
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			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			

ETS0730 -

ETS5624 -

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
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	142	179	142	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			

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		
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1		

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
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use technology effectively to collect data to improve teaching and learning

Yes

use technology effectively to manage data to improve teaching and learning

Yes

use technology effectively to analyze data to improve teaching and learning

Yes

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.

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.

Does your program prepare **general education** teachers to:

teach students with disabilities effectively

Yes

participate as a member of individualized education program teams

competencies for working with students from all three special groups. Data from the new assessment of these competencies will be available for the next annual report.

Does your program prepare **special education** teachers to:

teach students with disabilities effectively

NA

participate as a member of individualized education program teams

NA

teach students who are limited English proficient effectively

NA

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

Section VII 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. 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 2017 begins the three-year cycle of data for the next self-study and accreditation visit in 2021 and the two-

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