

## Institution Information

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**ADDRESS**

1101 Camden Avenue

Conway Hall 354E

**CITY**

Salisbury

**STATE**

**ZIP**

21801

**SALUTATION**

**FIRST NAME**

Althea

**LAST NAME**

Pennerman

**PHONE**

(410) 548-2865

**EMAIL**

ajpennerman@salisbury.edu

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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> M

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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



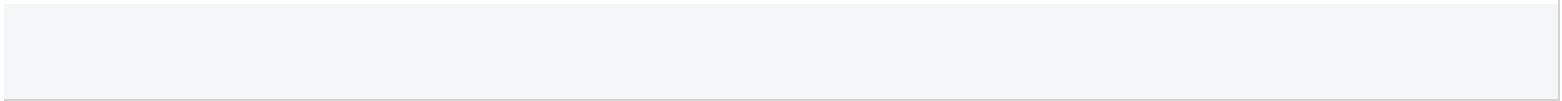
Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update







complete the online SU application ([www.salisbury.edu/apply](http://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.





## 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 2017-18	337
Unduplicated number of males enrolled in 2017-18	57
Unduplicated number of females enrolled in 2017-18	280

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	15
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

5

Asian

11

Black or African American

27

Native Hawaiian or Other Pacific Islander

2

White

297

Two or more races

7



CIP Code

Subject Area

Number Prepared

13.1301

TV  
Teacher Education - Agricul

[REDACTED]

13.1302

[REDACTED]





CIP Code

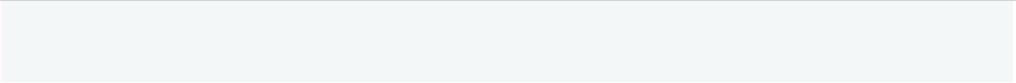
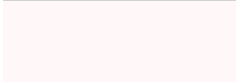
Academic Major

Number Prepared

CIP Code

Academic Major

Number Prepared



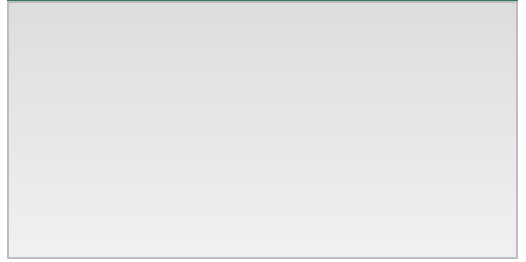


# Program Completers

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On this page, enter the total number of individuals who completed the program in AY

THIS PAGE INCLUDES:



# Annual Goals

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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](#)

1. Did your program prepare teachers in o ž ž

## Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

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

9

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

## Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

9

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

NSF Noyce Grant awarded to Salisbury University in 2019. This will provide \$10,000 scholarship for math and science teacher candidates for junior and senior years increase participation in number of recruiting events

## 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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

5

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

4. Description of strategies used to achieve goal, if applic i

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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- 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 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

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

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

### Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

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

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

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

4

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

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:

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6 M M M

6 M



- 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 were 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 the 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 are 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 a variety of issues that impact learning. While the city of Salisbury would not be considered urban, the 40 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.



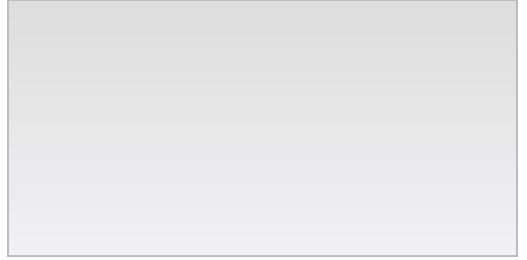
## Assessment Pass Rates

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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 as  R  the  the  the

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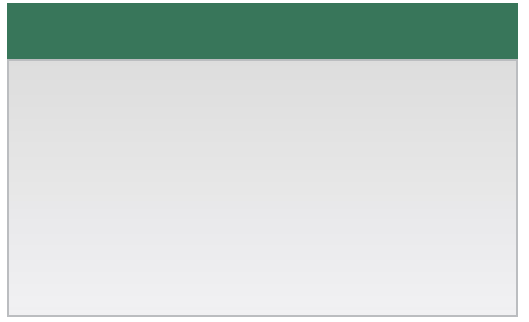
Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	10	178	10	100
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			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
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
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			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	20	177	20	100
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
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	7			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	2			
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, 2017-18	21	170	21	100
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
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			

# Summary Pass Rates

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# Low-Performing

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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.

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

If yes  1  M  x

# Use of Technology

THIS PAGE INCLUDES:

[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.

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
  
- b. use technology effectively to collect data to improve teaching and learning
  
- c. use technology effectively to manage data to improve teaching and learning
  
- d. use technology effectively to analyze data to improve teaching and learning

2.



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.

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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.

# 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

b. participate as a member of individualized education program teams

c. teach students who are limited English proficient effectively

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 these courses 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.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

**b. participate as a member of individualized education program teams**

## Contextual Information

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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.

## 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

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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 **337**.

Number of program completers from Section I: Program Information, Program Completers is **181**.

For a total enrollment of **518**.

## Certification of submission

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

## Certification of review of submission

NAME OF REVIEWER:

TITLE:

Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	194	297	53.09%
<a href="#">Two or more races Enrollment</a>	11	7	-36.36%
<a href="#">Average number of clock hours required prior to student teaching</a>	165	165	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	650	800	23.08%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	18	19	5.56%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	41	49	19.51%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	248	181	-27.02%
<a href="#">Total completers for current academic year</a>	245	181	-26.12%
<a href="#">Total completers for prior academic year</a>	240	245	2.08%
<a href="#">Total completers for second prior academic year</a>	224	240	7.14%