

# 2018 EPP Annual Report

<b>CAEP ID:</b>	14021	<b>AACTE SID:</b>	4135
<b>Institution:</b>	Salisbury University		
<b>Unit:</b>	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
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1.1.1 Contact person

## 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 2016-2017 ?







conducted alongside regular use of the CAEP Evaluation Framework for EPP-Created Assessments to augment the continued, critical evaluation and refinement of our assessments. In addition to these analyses, the Unit Assessment and Accreditation Committee is also developing an Intern Evaluation Training Module for those who complete our Intern Evaluation to ensure that scores obtained on the evaluation are as accurate and precise as possible. This training module will also support our developing efforts to ensure that calibration occurs regularly for those who complete our assessments. All of this work will be expanded to additional key assessments and will continue throughout the 2017-2018 academic year and beyond.

3. The newly developed program assessments addressed alignment to national specialized professional association (SPA) standards.

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

- 1. The unit lacks a systematic plan for recruiting and retaining diverse candidates. (ITP) (ADV)

1. The Unit continues to work to establish a systematic plan for recruiting and retaining diverse candidates. One recent effort is Salisbury University's participation in the Teacher Academy of Maryland (TAM) program. Specifically, this program encourages high school students (especially those from underrepresented groups) to enroll in the four-course introduction to teaching program in the 9th grade of high school. The TAM students are required to take one of the four required courses per high school grade. Successful completion of the program merits three college credits in any of the teaching programs at Salisbury University and a \$1000.00 per year scholarship if the candidate pursues a teaching degree. This memorandum of understanding exists between the University and 22 of the 24 counties in the state. In fall 2018, we will begin to monitor the impact of this effort on the recruitment and retention of diverse candidates.

## Section 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards. What innovations or changes did the EPP implement as a result of that review? How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

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construction and co-revision of our key assessments (e.g., intern evaluation, completer impact, completer and employer satisfaction, and dispositions assessments) with reference to the CAEP Evaluation Framework. We have also included in this work our school partners and related stakeholders to support co-construction and involvement in our program evaluation processes. The overarching goal has been to develop and maintain a quality system of assessment. Relatedly and in part for this reason, we feel our work toward developing and maintaining a quality system of continuous improvement is in development and has co-developed alongside our assessment work. Our aim is to implement a comprehensive quality assurance system, based on these updated and revised assessments that result in reliable, valid, and actionable data, in the next academic year. Inherent in this aim is the formalization of when and how unit performance will be assessed against our goals and the CAEP standards. We intend to leverage this quality assurance system to ground systematic and data-driven and goal-based improvements to our programs and initiatives.

Despite this work in progress, the unit has made a number of evidence-based or data-driven changes to improve our programs and processes in the previous reporting period. In terms of specific areas of change and improvement put into place as a result of feedback and data, the unit has made a number of key changes in the areas of: field experience and collaboration; implementation of a revised dispositions policy and assessments; assessments of program impact; assessment and integration of technology; and assessment and integration of diversity. We discuss these changes here.

The unit and, in particular, the office of field experience continues its award winning work to directly involve and build upon existing collaboration with regional professional development schools to support improvements to our programs and the clinical experiences offered to our candidates. In the fall of 2016, a needs assessment was conducted with school partners that aimed to gather important feedback on specific interests in and needs with regard to professional development. Based on evidence gathered, this professional development was delivered via a series of professional development schools 'power hour' workshops that were implemented in the fall of 2016 and spring of 2017, and were co-developed and delivered by stellar teachers. As another example, based on feedback obtained in the prior academic year, the unit implemented consecutive 20-day clinical experiences, and further sought input from partners on the implementation of this revised clinical experience as well as on suggestions for improvement(s) to the structure and delivery of these clinical experiences.

In response to evidence gathered from our school partners and program/university faculty, the unit also undertook a systematic

A.5.3 Continuous Improvement  
A.5.4 Continuous Improvement  
A.5.5 Continuous Improvement  
x.1 Diversity  
x.2 Technology  
x.4 Previous AFI / Weaknesses

Upload data results or documentation of data-driven changes.

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP Communications?

Yes  No

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candidates' teaching performance during pre-service. As a result, the UAAC's intention is to evaluate and demonstrate completer impact in such a way that 1) aligns with completers' prior experiences assessing and demonstrating their impact and 2) produces meaningful and actionable data on which completers can evaluate and improve their impact as in-service educators. Specific materials comprising the Completer Impact Case Study will be made available on our PEU data site as they become finalized.

We will coordinate with our Regional PDS network, including our site coordinators and school liaisons, to pilot, further develop, and implement our teacher action research approach with a small sample of our completers. We will then expand our assessment of completer impact to other completers within our PDS network iteratively and across time. It is expected that the initial Completer Impact Case Study will be completed in the Fall of 2018; summary results of the first iteration of the study will be posted to our PEU data site (link) in December of 2019 and revised plans for expanding the assessment of completer impact will also be posted."

#### Plan For Finalizing And Administering The Student Surveys Of Teaching Effectiveness:

"In the Fall of 2017 and the Spring of 2018, the Unit Assessment and Accreditation Committee (UAAC) in the Seidel School of Education at Salisbury University modified and aligned an existing set of items to assess our completers' teaching effectiveness. Specifically, we adopted Marzano and colleagues' (2012) Surveys for Reflective Practice to serve as Student Surveys of Teaching Effectiveness of our completers. Existing research supports the use (e.g., reliability and validity) of these items (Marzano, 2012), and other universities have employed these items as a measure of their completers' teaching effectiveness (Lovett & Stanley, 2017). Further, more broadly, existing research has found that, when used appropriately, student surveys can serve as effective assessments of teaching effectiveness (Brabeck, 2014).

The UAAC recently conducted a review of the items as well as their leveling across grades. Specifically, the UAAC reviewed and made minor revisions to specific survey items to improve language and clarity at each grade-based or developmental level. The UAAC also aligned all survey items to InTASC standards both at the broader category level (i.e., The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility) and at the specific standard level (i.e., InTASC Standards 1-10). We also adjusted slightly the grade-based leveling to form three sets of items that can be completed by students in: Grades 1-3; Grades 4-6; and Grades 7-12. The items that make up the Seidel School of Education Student Surveys of Teaching Effectiveness at each grade level can be viewed here.

We will next coordinate with our Regional PDS network, including our site coordinators and school liaisons, to identify relevant points of contact for our completers that serve in their schools. This will facilitate initial administration of the Student Surveys of Teaching Effectiveness and will allow for a 'starting point' in gathering data to support examination of the effectiveness of our candidates' teaching. It is expected that the Student Surveys of Teaching Effectiveness will be administered in May to June of 2018; summary results of the first iteration of the survey will be posted to our PEU data site (link) in July of 2018."

#### Plan For Finalizing And Administering The Unit Employer Survey:

"In the Fall of 2017 and the Spring of 2018, the Unit Assessment and Accreditation Committee (UAAC) in the Seidel School of Education at Salisbury University drafted, revised, and aligned a set of items to assess employers' satisfaction with our completers as well as their evaluation of the preparation of our completers. These items were developed simultaneously with – and work to parallel – the items that make up the Seidel School of Education Alumni/Completer Survey. As a result, the two item sets allow for a direct descriptive comparison of satisfaction and preparation outcomes between our completers and employers of our completers. The items have been aligned with CAEP standards more broadly and with InTASC, ISTE, and MCEE standards and principles more specifically. Specific items have also been developed to address specific areas for improvement (AFIs) noted in our previous unit review. The items that make up the Seidel School of Education Employer Survey can be viewed here.

The Seidel School of Education Alumni/Completer Survey was administered and initial reliability and validity evidence supporting use of the items has been examined and obtained. Findings indicated strong reliability evidence (i.e.,  $\alpha=0.90$  and  $0.95$  for the items) as well as validity evidence based on relations to other variables and, in particular, test-criterion relationships. At this stage, the UAAC and other members of the Seidel School of Education are preparing to administer the Seidel School of Education Employer Survey to employers of our graduates. Specifically, we have recently (April, 2018) distributed the Employer Survey to our Local School System (LSS) Professional Development Schools (PDS) council members to solicit their feedback and comments on the items, revisions to the survey that may be suggested or needed, and suggestions for administering the survey to relevant educational administrators, supervisors, and human resources personnel. Final revisions to the items based on their feedback are being completed at this time.

We will next coordinate with our Regional PDS network, including our site coordinators and school liaisons, to identify relevant points of contact for our completers that serve in their schools and their employers. This will facilitate initial administration of the Employer Survey and will allow for a 'starting point' in gathering data to support examination of employers' satisfaction with our completers' preparation and performance. It is expected that the Employer Survey will be administered in May of 2018; summary results of the first iteration of the survey will be posted to our PEU data site (link) in June of 2018."

Given the timeline of our next CAEP site visit (i.e., fall of 2021), the Unit Assessment and Accreditation Committee fully expects to have finalized measures for use to meaningfully address CAEP Standard 4 (with supporting reliability and validity evidence for each measure) and to have at least three cycles of data based on each measure to demonstrate our programs' impact.

Tag the standard(s) or component(s) to which the text applies.



- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
  - A.4.1 Satisfaction of Employers
  - A.4.2 Satisfaction of Completers

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes       No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

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## **Section 8: Preparer's Authorization**

pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge