AAQEP Annual Report for 2024

Provider/Program Name:

Seidel School of Education, Salisbury University

physics, and Spanish. PreK-

<div style="border: 1px solid black; background-color: #d5dde0;">

       Spanish (PreK-12)

    Bachelor of Science in Physical Education (PreK-12)

    Master of Arts in Teaching (M.A.T.)

       Biology

       Chemistry

       English

       Earth Science

       French

       History

       Mathematics

       Music

       Physics

       Spanish

    Master of Arts in English: TESOL

  Advanced Programs

    Master of Education in Educational Leadership

    Master of Education: Reading Specialist

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Public Posting URL

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

https://www.salisbury.edu/academic-

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 06/24)	**Number of Completers** in most recently completed academic year (12 months ending 06/24)
Programs that lead to initial teaching credentials			
Master of Arts in Teaching: Biology	*Initial Certification:*		

Master of Arts in Teaching: Music (vocal and instrumental)	*Initial Certification:* PreK-12	0	0
Master of Arts in Teaching: Physics	*Initial Certification:* Secondary Physics, Grades 7-12	0	0
Master of Arts in Teaching: Spanish	*Initial Certification:* PreK-12	0	0
Master of Arts in English TESOL	*Initial Certification:* PreK-12	0	0
Bachelor of Science: Physical Education	*Initial Certification:* PreK-12	60	31
Bachelor of Science: Early Childhood Education	*Initial Certification:* Early Childhood Education (PreK- Grade 3)	127	31
Bachelor of Science: Early Childhood/ Elementary Education Dual Certification	*Initial Certification:* Early Childhood Education (PreK-Grade 3) & Elementary Education (Grades1-6)	28	8
Bachelor of Science: Elementary Education	*Initial Certification:* Elementary Education (Grades 1-6)	169	64
Bachelor of Science: Biology Secondary Education Concentration	*Initial Certification:* Secondary Biology (Grades 7-12)	3	1
Bachelor of Science: Chemistry Secondary Education Concentration	*Initial Certification:* Secondary Chemistry (Grades 7-12)	1	0
Bachelor of Science: Earth Science Secondary Education Concentration	*Initial Certification:* Secondary Earth Science (Grades 7-12)	1	1
Bachelor of Science: English to Speakers of Other Languages/K-12 Certification	*Initial Certification:* PreK-12	7	2
Bachelor of Science: English Secondary Education Concentration	*Initial Certification:* Secondary English (Grades 7-12)	13	5
Bachelor of Science: French Secondary Education Concentration	*Initial Certification:* PreK-12	1	1

Bachelor of Science: History Secondary

Master of Arts in
Teaching: Biology

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Content and Professional Knowledge Tests

Salisbury University requires all candidates in initial licensure (B.S. and M.A.T.) and the Master of Education: Educational Leadership (EDLD) program must take and receive a score on the required Praxis 2 exam (initial licensure programs) or School Leaders Licensure Assessment (SLLA, EDLD program). The Praxis exams are aligned with AAQEP aspect 1a. Data are aggregated by scores received for 2023-2024 completers.

Our performance expectation is that candidates reach or exceed the state-required cut scores necessary for licensure or certification. Cut scores for each test can be found at the link below and range from 143-169 for tests associated with programs offered at Salisbury University.

https://www.ets.org/praxis/md/epp/state-requirements/score-requirements.html

Below are the numbers taking and passing required Praxis tests, and pass percentage, by subject test. Test results with fewer than ten students are redacted for student confidentiality, but are aggregated in the total pass rate computed in Table 2.

- Biology: Content Knowledge (5235):
*/1, *%
- Early Childhood Education: Early Childhood Education (5025):
38/40, 95%
- Earth and Space Science: Content Knowledge (5572):
*/1, *%
- Elem Ed: CKT Reading/Lang Arts Subtest (7812):
61/71, 85.9%
- Elem Ed: CKT Mathematics Subtest (7813):
63/71, 88.7%
- Elem Ed: CKT Science Subtest (7814):
6

		- Physical Education (5095): Content and Design:

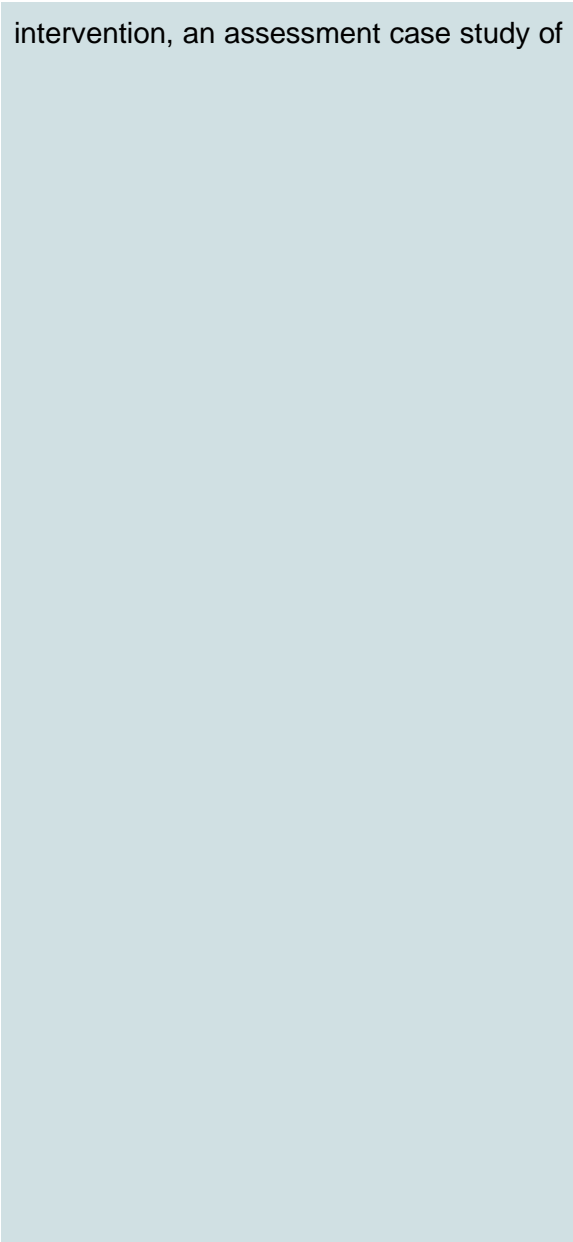**Intern Evaluation Instrument**

Mentor teachers complete a digital, mid-point observation evaluation of the interns during the interns' placement. Supervisors and mentor teachers complete a final evaluation of interns during their field placements. Evaluations are scored on a 4-point scale: Exemplary (4), Proficient (3), Developing (2), or Unsatisfactory (1). There are 21 items on the Intern Evaluation Instrument, each scored with an analytic rubric line. The Intern Evaluation Instrument is aligned with AAQEP aspects 1a-1f. Data are aggregated across Fall and Spring semesters during the 2023-2024

	3.3	3.3	3.4
Inst. Tech.	3.3	3.3	3.4
Ethical Pra.	3.8	3.7	3.6

Item	Sci.	Eng.	Hist .	Math	MEL	PE
Learner Dev.	3.5	3.6	3.3	3.4	3.3	3.1
Learner Diff.	3.7	3.6	3.3	3.3	3.0	3.1
Learner Mot.	3.7	3.4	3.3	3.4	3.4	3.1
Learning Env.	3.7	3.6	3.6	3.7	3.6	3.4
Content Kno.	4.0	3.4	3.2	3.3	3.1	3.2
Content App.	4.0	3.6	3.2	3.3	3.0	2.9
Flex. & Resp. Learner	3.7	3.7	3.4	3.6	3.4	3.3

		Demonstrates good judgment	3.8

intervention, an assessment case study of

an analytic rubric line. In Spring 2023, the Intern Evaluation Instrument was piloted with a new item, for a total of 21 items. The Intern Evaluation Instrument is aligned with AAQEP aspects 2a, 2c, 2d, 2e, and 2f. Data are aggregated across Fall and Spring semesters during the 2023-2024 school year, when applicable.

There are options for scoring rubric lines Not Applicable or No Opportunity to Observe, so a composite cut score would be inappropriate, given those options would not create a quantifiable result on some rubric lines for some candidates.

With a target of 3.0, across the Seidel School, all candidates (100%) met this target for each item and overall.

Tabled below are results, by program, of the intern evaluation, which includes mean scores across all raters. The first table includes the Early Childhood Education (ECED), Elementary Education (ELED), and Elementary Education with Dual Certification in Early Childhood Education (Dual) degrees. The second table includes secondary education concentrations in Biology and Chemistry (Sci.), English (Eng.), History (Hist.), Mathematics (Math), Music, ESOL, and Foreign Languages (MEL, combined due to size), and the degree in Physical Education (PE).

Item	Sci.	Eng.	Hist.	Math	MEL	PE
Class. Proc.	3.3	3.4	3.2	3.4	3.2	3.1
Int'l Persp.	3.5	3.0	3.2	3.2	3.1	2.9
Comm. w/ Fam.						

programs, preparedness for their future careers, clinical placements, and resources provided by Salisbury University. The Completer Program Evaluation Survey is aligned with AAQEP aspects 2a-2f. Data are aggregated at the Seidel School level because all items met the target standard, by programs.

preparedness on a scale from 1-4 (1=Unprepared, 2=Somewhat Unprepared, 3=Somewhat Prepared, 4=Prepared).

The Seidel School of Education set the target mean score of 3.0/4.0 for each item, indicating a level between Somewhat Prepared and Prepared.

- Support development of English proficiency among English language learners: 3.6
- Implement strategies to address the needs of gifted and talented learners: 3.7
- Implement strategies to address social and emotional learning: 3.8
- Manage learning environments effectively: 3.8
- Support collaboration and positive interaction among learners: 3.9
- Support learners' growth in international and glob0055>300560rgs: 3.9

		On the Satisfaction item, the overall mean score was 4.4, indicating alumni were satisfied to very satisfied with their Professional program, and exceeded the Seidel School target of 4.0.
Employer Survey School-based personnel in the Seidel School of Education's partner districts completed a Qualtrics-based, electronic survey of new hires (hired within the year) from Salisbury University. The respondents were identified by Local School System partners as those with direct access to and knowledge of new hires who graduated from Salisbury University's Seidel School of Education. The survey asked respondents ('employers') to rate and provide comments on satisfaction with, preparation of, and quality of Seidel School graduates. The Employer Survey is aligned with AAQEP aspects 2a-2f. Data are aggregated by Seidel School level because respondents thought overall about the recent Seidel hires, and were not asked to respond differently by hires' program of completion. This would have dramatically affected respondents' willingness to complete the survey and/or tedium of identifying our hires' program of completion.	To support AAQEP Standard 2, we draw results from 12 items on the Employer Survey. The items use a Likert-type rating scale based on the stem, "How prepared are Salisbury University graduates to:". 'Employers' rate Seidel School graduates' perceived preparedness on a scale from 1-4 (1=Unprepared, 2=Somewhat Unprepared, 3=Somewhat Prepared, 4=Prepared). The Seidel School of Education set the target mean score of 3.0/4.0 for each item, indicating a level between Somewhat Prepared and Prepared. Another item asked 'employers' to rate the overall quality of new Salisbury University graduates on a 5-point, Likert-type rating scale (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent). The target mean score is 4.0/5.0, indicating Very Good or greater.	Results (total respondent n=29) for Employer Survey items aligned with AAQEP Standard 2 are as follows: - Support inclusive learning environments for diverse learners: 3.4 - Implement culturally responsive practice: 3.1 - Support development of English proficiency among English language learners: 3.3 - Implement strategies to address the needs of gifted and talented learners: 3.1 - Implement strategies to address social and emotional learning: 3.1 - Manage learning environments effectively: 3.1 - Support collaboration and positive interaction among learners: 3.5 - Support learners' growth in international and global perspectives: 3.1 - Engage in ongoing professional learning opportunities to further develop my own knowledge and skills: 3.5 - Engage effectively in leadership roles within the school: 3.3 - Work collaboratively to advance professional practice: 3.5
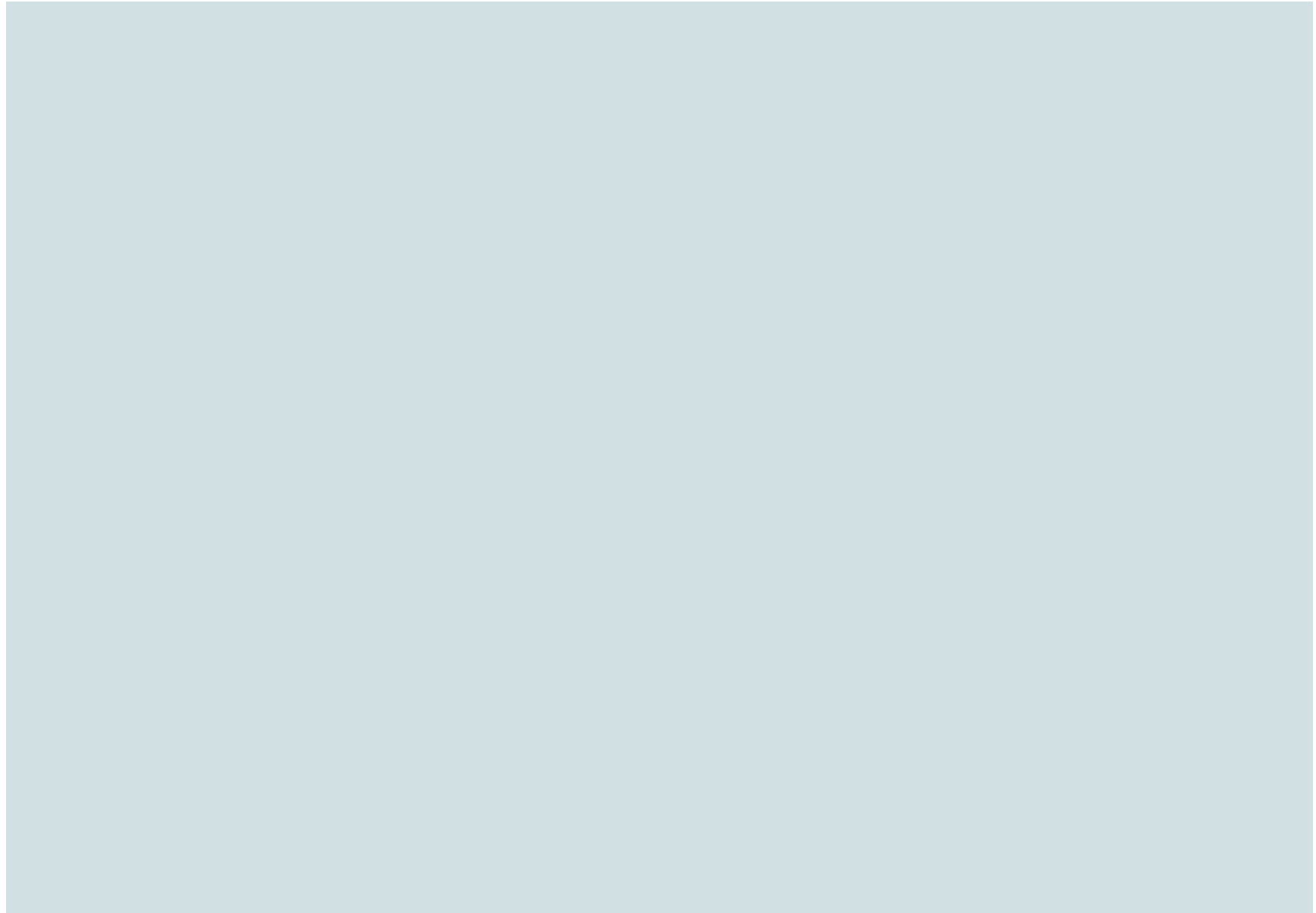
SCED/PHED. The Secondary Education programs have had many accomplishments in 2023-2024, including (1) continuing a successful National Science Foundation Noyce Grant program to recruit and support math and science students (Drs. Randall Groth, Jennifer Bergner, Starlin Weaver, Gail Welsh), (2) partnering with SU's Institute for Public Affairs & Civic Engagement (PACE) and ShoreCorps to help fund and support interns across Seidel departments, (3) embedding edTPA rubrics and aligned work across the program to prepare candidates earlier in the program for that assessment. (4) partnering with local school systems to offer school-based courses, (5) using Atlas Video Library to assist students in preparing for edTPA and National Board Certification, (6) along with other departments, working to develop general education courses. Two Secondary Education courses were1 0 -5(r t)9(h)6(a)-3(t 8)-3(rses)-2(were)-2(1