

Institution Information

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Teacher Education & Technology Center 354

CITY

Salisbury

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21801

SALUTATION

Dr.

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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>

- Yes
 No

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you su

THIS PAGE INCLUDES:

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Program Requirements

THIS PAGE INCLUDES:

[Admissions](#)[Undergraduate Requirements](#)[Postgraduate Requirements](#)[Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

 Yes

3. Provide a link to your website where additional information about admissions requirements can be found:

4. Please provide any additional information about or exceptions to the admissions information provided above:

Elementary, Early Childhood, and Elementary and Early Childhood Education majors may request provisional admission when they have no more than one science or one math prerequisite course to complete. All other professional program requirements must be satisfied in order for provisional admission to be considered.

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2014-15?

3.5

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

5. What was the median GPA of individuals completing the program in academic year 2014-15?

3.5

6. Please provide any additional information about the information provided above:

Postgraduate Requirements

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

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).

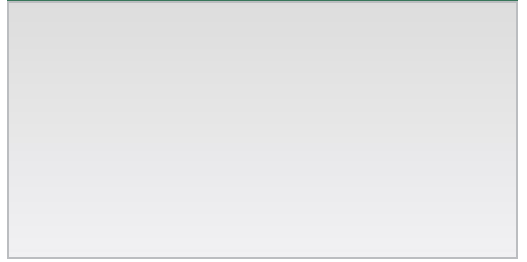
The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected 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.

Teachers Prepared

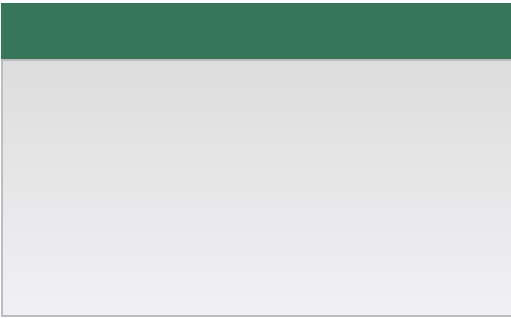
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Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completions.

Program Completers



Annual Goals

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](#)

Annual Goals - Mathematics

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>

1. Did your program prepare teachers in mathematics in 2014-15?

2. How many prospective teachers did your program plan to add in mathematics in 2014-15?

10

3. Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

4. Description of strategies used to achieve goal, if applicable:

19 new students were admitted to the university. Faculty called admitted students to encourage their decision.

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:

19 total 13 freshman 6 transfer

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 2014-15

1. Did your program prepare teachers in special education in 2014-15?

Yes

2. How many prospective teachers did your program plan to add in special education in 2014-15?

3. Did your program meet the goal for prospective teachers set in special education in 2014-15?

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 2015-16

7. Is your program preparing teachers in special education in 2015-16?

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

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

Academic year 2016-17

10. Will your program prepare teachers in special education in 2016-17?

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

Annual Goals - Instruction of Limited English Proficient Students

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 instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

1. Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

3. How many prospective teachers set in instruction of limited English proficient students in 2014-15?

4. D

5. D

6. P

Ac

7. P

8. P

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

Academic year 2016-17

10. Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

4

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

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

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 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 was 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 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. 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 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 ref cn cvrdith

Assessment Pass Rates

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