

Institution Information

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CITY

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21801

SALUTATION

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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

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

Total number of teacher preparation programs: 15

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

1. Are there initial teacher certification programs at the postgraduate level?

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. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2013-14?

Supervised Clinical Experience

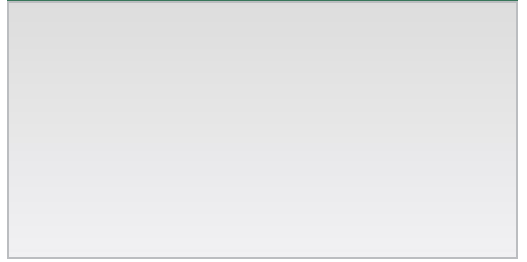
Provide the following information about supervised clinical experience in 2013-14. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

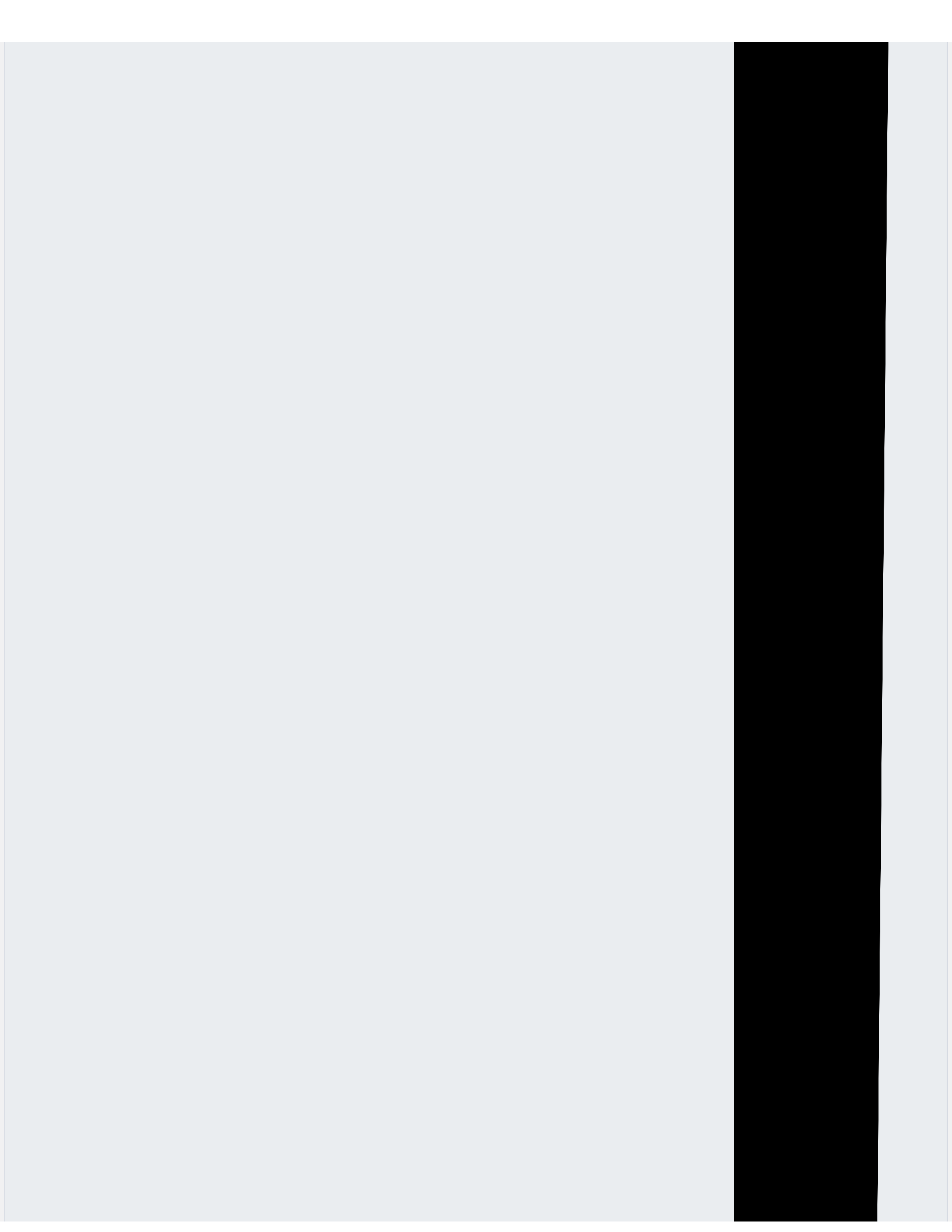
Average number of clock hours of supervised clinical experience required prior to student teaching	165
Average number of clock hours required for student teaching	650
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	20.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	47
Number of students in supervised clinical experience during this academic year	275

Please provide any additional information about or descriptions of the supervised clinical experiences:

Teachers Prepared

THIS PAGE INCLUDES:





Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank.

Academic year 2014-15

7. Is your program preparing teachers in mathematics in 2014-15?

- Yes
 No (leave remaining questions for year blank)

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

10

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

18 new students entered the university with declared plans in Math Secondary Education.

Academic year 2015-16

10. Will your program prepare teachers in mathematics in 2015-16?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2015-16?

15

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

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 in science in 2013-14?

1. Did your program prepare teachers in science in 2013-14?

2. How many prospective teachers did your program plan to add in science in 2013-14?

3

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

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

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>

1. Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

4

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

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

3 new students entered the university with declared plans in ESOL/TESOL.

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

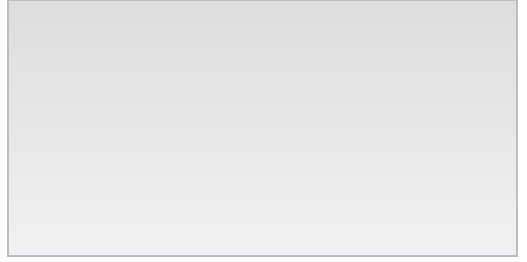
The university and the Seidel School collaborate with admissions to meet prospective students at open houses and special events for admitted students. Faculty also place phone calls to admitted students to encourage their enrollment.

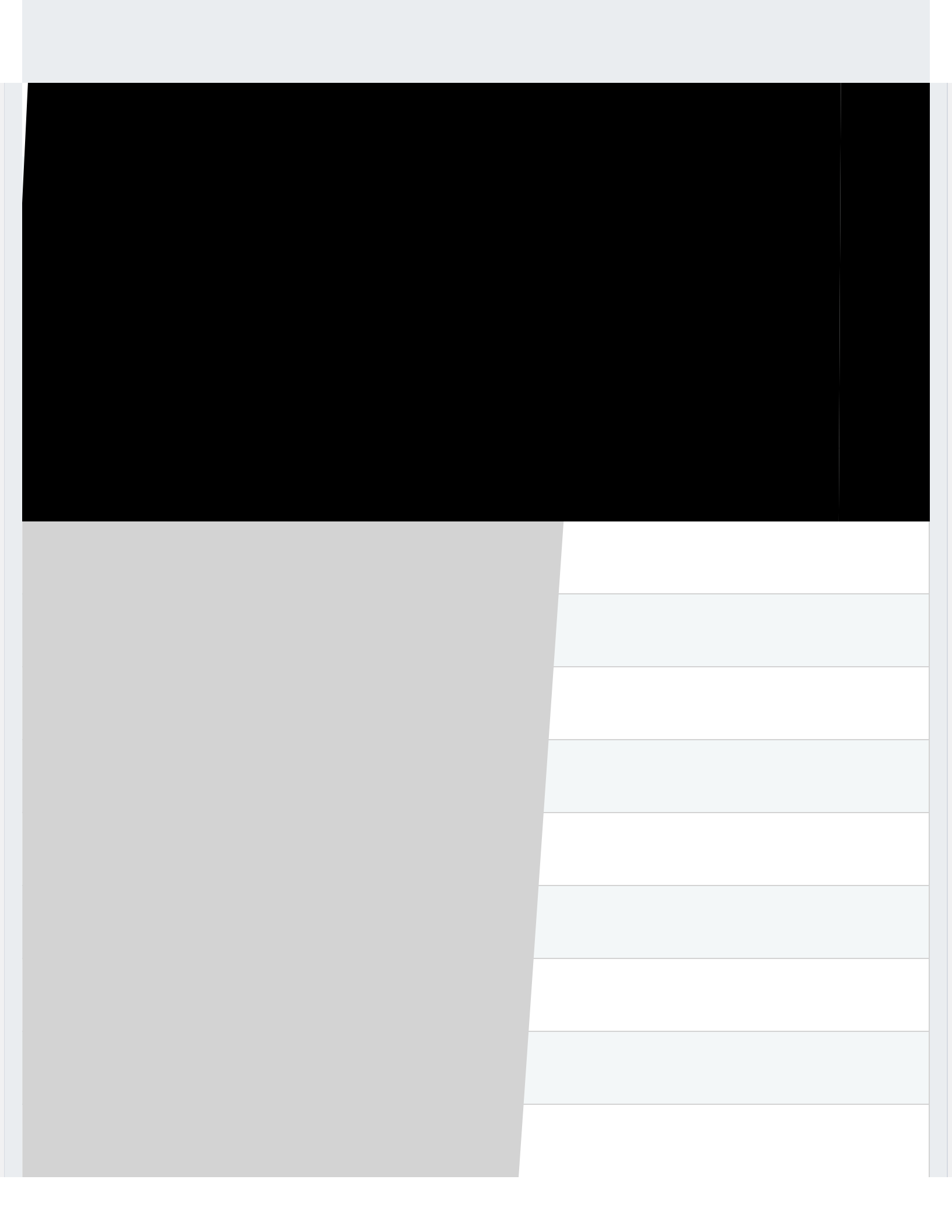
6. Provide any additional comments, exceptions and explanations below:

Assessment Pass Rates

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.

THIS PAGE INCLUDES:





Low-Performing



Contextual Information

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](#)

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).

