

Program Report for the Preparation  
of Elementary School Teachers  
Association for Childhood Education International  
(ACEI)  
Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

**COVER SHEET**

**1. Institution Name**

Newberry College

**2. State**

South Carolina

**3. Date submitted**

MM DD YYYY

09 / 11 / 2010

**4. Report Preparer's Information:**

Name of Preparer:

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**6. Name of institution's program**

Elementary Education

**7. NCATE Category**

Elementary or Childhood Education

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

2-6

(1) e.g. K-6, K-3

**9. Program Type**

- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

**10. Degree or award level**

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

**11. Is this program offered at more than one site?**

- Yes
- No

**12. If your answer is "yes" to above question, list the sites at which the program is offered**

**13. Title of the state license for which candidates are prepared**

Elementary Education - Initial License

**14. Program report status:**

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

**15. State Licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass the applicable

**state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?**

Yes

No

## SECTION I - CONTEXT

**1. Description of any state or institutional policies that may influence the application of ACEI standards. (Response limited to 4,000 characters)**

Institutional: The Teacher Education program works to enhance the four pillars of the college mission: intellectual transformation, social development, physical well-being, and spiritual growth by being supportive of the core curriculum and helping candidates grow in these areas. The theme of the teacher education program Conceptual Framework, Building Better Communities, One Teacher at a Time demonstrates the commitment of the faculty and administration to improve the communities in which our graduates live and work.

State: The South Carolina Department of Education Policy Guidelines for Educator Preparation is closely aligned with NCATE standards. However the state does impose additional requirements for educator preparation units at the initial preparation level. A)The state requires that all candidates pass or exempt PRAXIS I before admission to the Teacher Education Program. B)The South Carolina Academic Standards are published standards for each content area and grade level that guide the instruction of public school teachers in South Carolina. Teacher candidates are required to include these standards in all lesson plans and units of study created in methods courses and in all lessons taught in the clinical experience. C)The South Carolina Department of Education adopted teaching performance standards in 1998 as a complement to the state's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The ADEPT standards are modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC)) standards for professional teaching. The INTASC standards identify what beginning teachers should know and be able to do. The ADEPT standards identify specific descriptions and expectations for competent practice and are required of all South Carolina teacher education programs for candidate evaluation and improvement.D)The state requires that all candidates be provided specific written information regarding the standards of conduct required of South Carolina educators for initial certification. This takes places in EDU 224, Foundations of Teaching and Learning and is reviewed again in EDU 483, Internship Seminar. The information is presented in the form of a brochure created by the state department of education outlining expectations for teachers. E)As part of the Education and Economic Development Act (EEDA), all educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation possess the knowledge, skills and dispositions to integrate the following into the P-12 curriculum: career guidance, use of the cluster of study curriculum frameworks, use of individual graduation plans, instructions of students with diverse learning styles, elements of the Career Guidance Model, contextual teaching, cooperative learning and character education. F)The state expects all graduates of educator preparation programs to possess a strong knowledge of cultural diversity issues that are centered in a global, multicultural perspective. Graduates must be able to teach all students regardless of exceptionalities, backgrounds, or socioeconomic status, in a variety of settings including rural and low performing schools. It is the expectation that all educator preparation units will recruit candidates and faculty from culturally diverse backgrounds and will develop and administer curricula and experiences to achieve this standard. G)The Safe School Climate Act is designed to prevent harassment, intimidation, and bullying by mandating that each of the state's districts adopt a policy prohibiting those behaviors. All educator preparation units must provide evidence to indicate that candidates possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools.

While all of the above state requirements impact our teacher education program, none of them

negatively impact the application of ACEI Standards.

**2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

Candidates are required to complete a minimum of 108 hours of field experience embedded throughout the program prior to the internship. Core education courses that include field experience hours are:

**EDU 224 Foundations of Teaching and Learning**

Candidates are placed with a public school mentor teacher for 12 hours of field experience during the semester. Candidates conduct individual interviews with the mentor on designated topics discussed in class and write a reflection on each of these interviews. In addition to the interviews, candidates observe and assist the mentor while paying particular attention to educational foundation issues such as laws, ethics, equity, philosophy, and professionalism.

**EDU 230 Human Development and Learning**

Candidates spend at least (1) hour per week for twelve (12) weeks with a certified mentor teacher to complete the required observations of 12 individual students. The candidates take anecdotal notes and use the notes to analyze the physical, social, emotional, and intellectual development of students to determine implications for learning and to provide documentation for teachers of the students.

**EDU 232 Working with Exceptional and Diverse Learners**

The EDU 232 class field experience consists of four group field trips (four visits at three hours each for a total of 12 hours) to area public schools to observe specific criteria based on the course content. The first field experience is a trip to a local elementary school for a three hour structured observation cycle. The classes observed are Learning Disabilities, ESOL, G/T, Reading Recovery, Self-contained special education, Montessori multi-age classrooms, and general education classes with inclusion specialists. The second field trip is to a local high school for a three hour cycle observation of self-contained special education, remedial classes, ESOL, Honors classes, and Learning Disability classes. The third field trip is a three hour cycle of observation at a local middle school. This middle school is a school deeply involved in the process of gender specific education. The day is spent observing male classrooms, female classrooms, and discussions with gender specific teachers, students, and administrators. The fourth field experience is a three hour cycle of observation at a local Community School. This school is a K-12 school serving a rural community in the county system.

**EDU 341 Elementary Classroom Environment**

This course has 24 hours of field experience with a certified mentor teacher. Each observation period is 2 hours in length with specific criteria provided for analysis. The candidates observe for the criteria, interview the teacher concerning the criteria, and write a reflective journal entry concerning the criteria. The specific areas of observation are: Lesson Planning, Using Technology, Time Management, Assessment, Differentiation of Instruction, Making Home-School Connections, Cooperative Learning, The Safe School Climate Act, Career Guidance, Conducting Conferences, Management Style, and Teacher Interview.

In addition, Elementary Education majors take the following classes with field experience components:

**ELE 353 Teaching of Reading in the Elementary School**

The Teaching of Reading course has a 12 hour field experience component that is related to the reading process. Candidates are required to observe in a reading classroom to determine the level of use of the five components of quality reading instruction as outlined by the National Reading Panel: 1) phonemic

awareness; 2) phonics; 3) vocabulary; 4) text comprehension; and 5) fluency. Candidates also observe for the creation of a motivating literacy environment, language and reading developmental stages, and the analysis of reading skills by the teacher.

#### ELE 448 Methods and Materials for Elementary Social Studies

Candidates are assigned to an elementary classroom to observe 12 hours of Social Studies instruction. The observations are based on the ten thematic strands for social studies, the state standards, and planning for instruction. Candidates will create three social studies lessons with the help of the field experience mentor and teach the lessons to the class with the field experience mentor present. Candidates will also reflect and analyze their own plans and the field experience mentor's daily, weekly, and long range plans for integration and use of standards.

#### ELE 457 Reading Diagnosis and Remedial Treatment

For this 12 hour field experience candidates are assigned a specific student in a public school. The P-12 students are chosen by the college supervisor, administration, and field experience mentor teacher based on the student's degree of reading deficiency as evidenced by literacy scores. After class instruction each candidate then meets the student to set up a working relationship, reviews records and interviews teachers about the student, observes the student in the regular classroom, administers an Individual Reading Inventory, analyzes the inventory and creates 10 private tutoring lessons based on the student's need, teaches the ten lessons, administers a post reading inventory, and writes a case study of the experience.

To ensure that all candidates experience a variety of school settings with diverse student and teacher populations, departmental faculty and the school partners place candidates for field and clinical experiences based on grade level, content, gender, ethnicity, socio-economic level, gifted population, academic exceptionalities, teacher expertise, location, and availability.

Candidates are supervised in the clinical experience by the department of education or content area faculty, a qualified mentor teacher, and the school administration. Candidates are formally observed a minimum of 12 times using the Newberry College observation record which addresses ADEPT Performance Standards 4-9. Mentors are trained by the Unit faculty in ADEPT and by the district in mentoring. Candidates develop a teacher work sample which evaluates their ability to pre-assess for instruction, set goals, create lesson plans based on the data, post-assess, and identify subgroups for specific instruction.

The clinical experience (internship) lasts for 14 weeks (minimum of 490 hours) with seven weeks in each of two settings. All candidates are placed in the Newberry County School system where there is a long and distinguished history of service to the schools and an excellent working relationship with the district's administration and teachers, many of whom are Newberry College graduates. The candidates are placed in a second setting in a different school system with diverse demographics, a different grade level, and with a mentor teacher of different ethnicity and gender if possible.

Students are evaluated in the internship using a three-pronged model. 1) All interns write lesson plans daily which are approved by the mentor before the lesson is taught. In addition, four of the lesson plans are submitted to the College Supervisor and are scored using the Lesson Plan Rubric. The average score of the four plans provides one of the assessments for the internship. 2) All interns create a unit work sample which is scored using a rubric. The unit work sample evaluates candidates' ability to pre-assess for instruction, set goals, create lesson plans based on the data, post-assess, and identify subgroups for specific instruction. 3) The internship mid-term and final evaluations and accompanying rubric are aligned with ACEI standards, ADEPT Standards and the Conceptual Framework performance indicators. The evaluations forms are organized around the four ADEPT domains of Planning, Instruction,

Environment and Professionalism with direct connections made to the ACEI standards.

**3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

Elementary Education Degree Planning Sheet 07-08

Elementary Education Degree Planning Sheet 08-09

See **Attachments** panel below.

**4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

Conceptual Framework Graphic and Mission

See **Attachments** panel below.

### 5. Candidate Information

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
09-10	13	3
08-09	9	4
07-08	11	5

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

### 6. Faculty Information

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

Faculty Member Name	Cathy Mitchell
Highest Degree, Field, & University <sup>(3)</sup>	Master's Degree, plus 30 hours, Elementary Education and Administration University of South Carolina
Assignment: Indicate the role	Assistant Professor of Elementary Education and Early Childhood Education

of the faculty member <sup>(4)</sup>	College Supervisor of Interns
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	SCECA conference Presenter NCATE State Evaluation Team Secretary to Faculty Council
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	10 years k-6 public school teacher 6 years elementary school principal 14 years director of k-12 public programs 5 years of educational curriculum specialist for state department of education

Faculty Member Name	Cindy Johnson-Taylor
Highest Degree, Field, & University <sup>(3)</sup>	Ph. D, Educational Leadership, University of South Carolina
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Chair, Department of Education EDU 224 (Foundations) and EDU 483 (Senior Seminar)
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	President, SCACTE Director and PI—RETAIN Center of Excellence for Teacher Retention Professional Review Committee for South Carolina
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	5 Years High School English Teacher 5 Years High School Assistant Principal Certified English 9-12 and Principal 9-12

Faculty Member Name	Glenna Zeak
Highest Degree, Field, & University <sup>(3)</sup>	Ph. D, Curriculum and Instruction, Penn State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Early Childhood Education courses EDU 230 (Human Growth and Development) College Supervisor of Interns
Faculty Rank <sup>(5)</sup>	Associate Professor, resigned in 2009
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	NAEYC, NASA, SECA Bank of America grant for ECE evening program Research on Diverse Pathways to Teacher Preparation
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Head Start Teacher (5 years) Head Start Manager (5 years) ECE and Child Development adjunct Instructor (6 years) ECE Distance Learning Instructor (3 years) Head Start Federal Evaluator (9 years)

Faculty Member Name	Marcia Ringer
Highest Degree, Field, &	

University <sup>(3)</sup>	Master of Science, Mathematics, University of South Carolina
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Math 221(Math for the Elementary Teacher) and MAT 222 (Geometry for the Elementary Teacher, both required of elementary education majors
Faculty Rank <sup>(5)</sup>	Assistant Professor until 2009, moved to adjunct in 2009
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member of NCTM, SCCTM and SCASCD Presented at the South Carolina MESAS Conference Served on the Newberry High School Improvement Council
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	6 years middle school math teacher 24 years as high school math teacher and math chair person Secondary mathematics teacher certification

Faculty Member Name	Rebecca B. Pugh
Highest Degree, Field, & University <sup>(3)</sup>	Master of Science, Geology, University of Houston
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	SCI 110 (Earth Science) and ELE 449 (Math and Science Methods), both required for elementary education majors
Faculty Rank <sup>(5)</sup>	Assistant Professor, Adjunct
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member NSTA, SC Science Council, SCASCD Treasurer of the SCESTA Newberry County Memorial Hospital Board of Trustees (secretary and treasurer)
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	35 years science teacher in public schools in SC (8 years junior high and 27 middle school) Inservice training at SC Science Council conference workshops ('95-08) Certified in Science and Middle School Science

Faculty Member Name	Renee Stubbs
Highest Degree, Field, & University <sup>(3)</sup>	M.Ed. Mathematics, Converse College
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	EDU 382 (Technology) and EDU 483 (senior seminar), both required for elementary education majors
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Chair, Newberry College Instruction, Information and Library Technology Committee Board Member of SC Association of Supervision and Curriculum Development as the Higher Education Liaison Consultant with the National Dropout Prevention Network, co-developer and author of Making the Most of Instruction curriculum modules for the Nine Schools Project.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	22 years secondary mathematics teacher 7 years Greenville County Instructional Coach 7 years Adjunct Instructor teaching Graduate level courses for teacher recertification at Furman University. Certified middle level and secondary mathematics



Faculty Member Name	Virginia Riddle
Highest Degree, Field, & University <sup>(3)</sup>	Master's Degree Plus 30 hours Early Childhood Education and Administration, University of South Carolina
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Assistant Professor of Early Childhood and Elementary Education EDU 230 (Human Development and Learning), Literacy/Reading courses for elementary majors College Supervisor of interns
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Presenter, SCATE Conference IRA Member; College Teacher State Chair of SCIRA Master Trainer, Center for Child Care and Career Development (CCCCD)
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	22 years K-6 public school teacher 3 years Curriculum Specialist 8 years coordinator of Early Childhood Education

Faculty Member Name	Lynn Dowd
Highest Degree, Field, & University <sup>(3)</sup>	Master's Degree plus 30 hours Elementary Education, USC
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Director of Teaching Fellows Teacher Cadet Partnership Coordinator ELE 221 - Children's Literature
Faculty Rank <sup>(5)</sup>	Adjunct Instructor
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Teacher Education Committee SCASCD member Darkness to Light Trainer
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	30 years elementary teaching experience Lead teacher, SC Teacher Initiative Program, Coordinator state testing programs for Newberry County, Assessment Coordinator for National Assessment of Educational Progress, Clinical Supervisor student teachers

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

**1. Please provide following assessment information (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II: Elem Content Area Exercises (0012)	National standardized examination for state licensure	Prior to graduation
Assessment #2: Assessment of content knowledge in elementary education (required)	Grade Point Average in content areas	Average of grades in selected required courses	Each semester
Assessment #3: Assessment of candidate ability to plan instruction (required)	Lesson Plans	Rubric of graded lesson plans from internship	During internship
Assessment #4: Assessment of student teaching (required)	Internship Evaluation	Clinical practice evaluation form	Mid-term and final during internship
Assessment #5: Assessment of candidate effect on student learning (required)	Unit Work Sample	Rubric for Unit Work Sample	During second setting of internship
Assessment #6: Additional assessment that addresses ACEI standards (required)	Principles of Learning and Teaching: K-6 (0522)	National standardized examination for state licensure	Prior to graduation
Assessment #7: Additional assessment that addresses ACEI standards (optional)	Case Study	ELE 457 Case Study Rubric	During ELE 457 course
Assessment #8: Additional assessment that addresses ACEI standards (optional)	Unit Plan	ELE 448 Unit Plan Project Rubric	During ELE 448 course

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

## SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

### 1. DEVELOPMENT, LEARNING AND MOTIVATION

	#1	#2	#3	#4	#5	#6	#7	#8
1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	b	e	b	e	b	b	b	b

### 2. CURRICULUM STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;	b	b	e	b	e	e	b	e
2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;	b	b	e	b	e	e	e	e
2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;	b	b	e	b	e	e	e	e
2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;	b	b	e	b	e	e	e	b
2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among	b	b	e	b	e	e	e	e

elementary students;								
2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;	b	b	e	b	e	e	e	e
2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	b	b	e	b	e	e	e	e

### 3. INSTRUCTION STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;	b	e	b	b	b	b	b	b
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;	b	e	b	b	b	b	b	b
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;	b	e	b	b	b	b	b	b
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;	e	e	b	b	b	b	e	e
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	e	e	b	b	b	e	e	e

### 4. ASSESSMENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	b	e	b	b	b	e	b	b

### 5. PROFESSIONALISM STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community	e	e	b	b	b	b	b	b

and actively seek out opportunities to grow professionally.								
5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	€	€	€	€	€	€	€	€
	€	€	€	€	€	€	€	€

**SECTION IV - EVIDENCE FOR MEETING STANDARDS**

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

- (1) A two-page narrative that includes the following:
  - a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
  - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
  - c. A brief analysis of the data findings;
  - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
 and
- (2) Assessment Documentation
  - e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
  - f. The scoring guide for the assessment; and
  - g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each ,

however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

**1. CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ACEI standards addressed in this entry could include but are not limited to 2.1-2.7. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.**

**Provide assessment information as outlined in the directions for Section IV.**

Assessment 1
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See **Attachments** panel below.

**2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACEI ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.7. Assessments that address Standards 2.1-2.4 are required. (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.**

**Provide assessment information as outlined in the directions for Section IV.**

Assessment 2
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See **Attachments** panel below.

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(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

**3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2. Assessments that address Standards 2.1-2.4 are required. (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.)**  
**Provide assessment information as outlined in the directions for Sections IV.**

Assessment 3

See **Attachments** panel below.

**4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.3. The assessment instrument used in student teaching and the internship should be submitted.

Provide assessment information as outlined in the directions for Section IV.

Assessment 4

See **Attachments** panel below.

**5. EFFECTS ON STUDENT LEARNING:** Assessment that demonstrates candidate effects on student learning. Standards ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.7, and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys .

Provide assessment information as outlined in the directions for Section IV.

Assessment 5

See **Attachments** panel below.

**6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

Assessment 6

See **Attachments** panel below.

**7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.**

Provide assessment information as outlined in the directions for Section IV

Assessment 7

See **Attachments** panel below.

**8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.**

**Provide assessment information as outlined in the directions for Section IV**

Assessment 8
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See **Attachments** panel below.

## **SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

**1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

**(Response limited to 12,000 characters)**

Content Knowledge:  
Data from this report suggests that all candidates in the Elementary Program possess a solid foundation in content knowledge that directly and positively affects their ability to plan and organize for instruction. However, data from the PRAXIS II exam and other assessments suggests that candidates' average scores were lower in English Language Arts and Reading than in other areas. Faculty attributes the lower scores to several factors. First, candidates take two specific reading courses during the program. One is the teaching of reading content and the other deals with diagnostic principles of reading. These two courses are taken near the end of the program and some candidates opt to take the PRAXIS either during or before these courses. Based on these findings, faculty in the Elementary Education Program has undertaken a review of the course sequence and the course content. Within the last five years candidates have been encouraged to follow the new program of study in a specific order. Candidates are also being encouraged to take PRAXIS II either just prior to or during the internship to ensure that all content and methods courses have been completed. With the candidate numbers increasing faculty members are now able to offer the courses in the appropriate order of sequence.

Data indicated a weakness in candidate understanding of the principles of diversity. As a result, the educational psychology course was moved to the Education Department after much discussion with the psychology department and the college administration. This move allowed the creation of a new course (EDU 232 – Working with Exceptional and Diverse Learners) which includes study of gender specific education, English as second language issues, poverty issues in education, gifted characteristics, IEP's, IDEA, major and minor disabilities found in classrooms and multiculturalism. Additionally, a new section was added to the lesson plan template which asks candidates to state exactly how they will differentiate instruction to meet the diverse needs of students.

The faculty also entered into a discussion with the History Department in 2008 through the Teacher



Education Advancement Team to address the course of study for elementary candidates. The two departments, with the blessing of the Faculty Council, agreed to require American History (HIS 122) for all candidates instead of the core World History (HIS 112) course. This change was made to make sure candidates have the appropriate content background to teach the South Carolina Social Studies standards for Grades 2 -6.

The faculty will continue to monitor candidate data on assessments to ensure that all candidates are proficient in the content area of Reading Language Arts. In 2009, a new faculty member was hired with deep expertise in Reading Language Arts. Faculty will review the latest research on English Language Arts content and revise the ELE 353 and 457 courses in fall of 2010. Because of the low number of candidates the data are greatly influenced by one or two candidates. The faculty has no control over this fact, but the numbers have greatly increased over the last five years which will eliminate this problem in the next year or two. In 2006-2007, there were only three candidates in the elementary education program. To date, the college has over 40 elementary education majors.

In 2009-2010, teacher education faculty had in depth discussions about the role of content in the teacher education program. While everyone agreed that the importance of content was given emphasis in the individual classes, the faculty believed strongly that content was missing as a focus of the conceptual framework. In the Spring of 2010, faculty revised the conceptual framework to add Content Knowledge as a Guiding Principle of the Newberry College Conceptual Framework.

The route to change is as follows for the Education Department:

Elementary Education faculty discussions

Education Department Faculty Meetings held weekly

Teacher Education Advancement Team meetings held monthly

Teacher Education Committee meetings held quarterly

Faculty Council held monthly

Full faculty meeting with two readings held monthly.

Professional and Pedagogical Knowledge:

Data for this report document that Elementary Program candidates have had consistently high scores on the Principles of Learning and Teaching (PLT) licensure exam for the past three years. Internship evaluations by the candidates, mentors, and faculty supervisors support these results by rating candidates with very high standards of performance in all areas of teaching and professional performance as identified by ADEPT and the ACEI standards. Faculty have, however, observed and discussed the lack of proficiency in the area of assessment as noted in several of the assessment results in this report. In the Fall of 2009, the Teacher Education faculty engaged in curriculum mapping and reviewed the data and made a recommendation to Faculty Council to add an assessment course to the Elementary Education major course of study. This course was approved in the spring of 2010 and beginning with the fall 2010 semester, EDU 300 - Assessment for Learning is required of all elementary education majors. The catalog description for this course is:

EDU 300 Assessment for Learning. (3)

Prerequisite: Admission to Teacher Education.

This course is designed to assist teacher candidates in understanding the choices involved in selecting instructional strategies and options for assessment and evaluation. Content will include the history and purpose of assessment and will explore the relationships between curriculum, instruction and assessment. Candidates will study the diverse functions of various assessments, methods of assigning grades, and how to use data from state, national and teacher-made assessments to make instructional decisions and how to analyze student learning.

One change that has come about as a direct result of reviewing the assessments for this report is in the

area of lesson planning. Faculty has been very pleased with the lesson plan template which was developed in 2006-2007 and has been continually revised and improved. The lesson plan rubric also seemed to be serving the program quite well. However, when preparing this report, it became clear quickly that the holistic rubric we have been using only provided an overall score for the candidate on a lesson plan and did not provide for any deeper look at candidate proficiency in the elements of lesson planning. As a result, the rubric has been rewritten to be an analytic rubric with the elements linked to ACEI standards. This new and improved rubric is included in Assessment 3 of this report and is being used for the first time in the Fall of 2010.

Candidate data will continue to be monitored in the areas of professional and pedagogical knowledge. Faculty interpret the PLT results as strong evidence that Elementary candidates possess the pedagogical knowledge, skills, and dispositions to meet the standards established by the South Carolina Board of Education Certification as an elementary educator and as defined by ACEI standards with even higher proficiency after the Assessment course has been put in place. Faculty will continue to ensure that ACEI standards are implemented in all areas of the program in order to maintain candidate performance. Data are analyzed in Teacher Education Advancement Team meetings, the Teacher Education Committee meetings, and in the Education Department faculty meetings. Through these regularly scheduled meetings, the professors of instruction, mentors, faculty, administrators, and school partners strive to build consistency and enhance the abilities of all candidates in this area.

#### Student Learning:

Data for this report document that Elementary Program candidates demonstrate ability to impact achievement of the students they teach in elementary classroom settings in grades 2 -6. Candidates evaluate student learning during all lessons, but specifically in the tutorial case study in ELE 457 (Remedial and Diagnostic Reading) and in the final Unit Work Sample. The Unit Work Sample is the most effective assessment we have to help candidates analyze their impact on student learning. The Elementary Program Unit Work Sample was a new requirement for candidates as of spring 2007. The assessment was introduced to the candidates during the weekly internship meetings and was developed in steps throughout the internship. Candidates were able to review sample projects and complete their own work samples with individual feedback from the seminar facilitator. Mentor teachers and college supervisors provided support and guidance as the candidates develop and implement the Unit Work Samples. Because the process is so intense the faculty agreed to teach the components of the unit work sample in the last methods class to help the candidates prepare for the Unit Work Sample during the internship. The Education faculty, with input from mentors, met and discussed the magnitude of the task of learning how to plan and implement a Unit Work Sample in seven weeks. Therefore, the methods class was designated as the starting point for the learning process. Another problem with the project is the lack of experience that mentors have in this process. The Unit Work Sample will soon be a requirement of all veteran teachers in South Carolina as part of the ADEPT Evaluation System, but until that time the faculty has agreed to provide training for both new college faculty and mentor teachers starting in 2010. The faculty will provide training to ensure inter-rater reliability, fairness, consistency, and avoidance of bias in all internship evaluations. Training sessions will be held starting in the fall of 2010. The faculty will continue to monitor the Unit Work Sample to ensure that all candidates have the ability to positively impact the achievement of the students they teach.

The addition of EDU 300 – Assessment for Learning provides elementary education majors with direct instruction on how to analyze their impact on student learning.

Because we are constantly reviewing data for program improvement we have also added some components to the lesson plan which are directly related to P-12 student learning. The lesson plan template contains a link to the South Carolina Curriculum Standards along with a reflection section where candidates are asked to reflect on what went well, what did not go well and what they will do differently next time. This reflection is completed on every lesson a candidate teaches.

**SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY**

**1. For Revised Reports:** Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

**For Response to Conditions Reports:** Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

(Response limited to 24,000 characters.)

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.