

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Elementary Education Teachers

### 2007 Standards

NCATE recognition of this program is dependent on the review of the program by representatives of the Association for Childhood Education International (ACEI).

#### COVER PAGE

##### Name of Institution

Newberry College, SC

##### Date of Review

MM DD YYYY

02 / 01 / 2011

##### This report is in response to a(n):

- ☐ Initial Review
- ☐ Revised Report
- ☐ Response to Conditions Report

##### Program(s) Covered by this Review

Elementary Education

##### Program Type

First Teaching License

##### Award or Degree Level(s)

- ☐ Baccalaureate
- ☐ Post Baccalaureate
- ☐ Master's

#### PART A - RECOGNITION DECISION

##### SPA Decision on NCATE recognition of the program(s):

- ☐ Nationally recognized
- ☐ Nationally recognized with conditions
- ☐ Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

##### Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- ☐ Yes
- ☐ No
- ☐ Not applicable
- ☐ Not able to determine

**Comment:**

Assessment 6 is a State Licensure Test and the data and evidence can be submitted as part of Assessment 1.

**Summary of Strengths:**

## PART B - STATUS OF MEETING SPA STANDARDS

### DEVELOPMENT, LEARNING AND MOTIVATION

**Standard 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.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

### CURRICULUM

**Standard 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.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
		

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
		

**Comment:**

**Standard 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 elementary students.

Met	Met with Conditions	Not Met
		

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
		

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
<a href="#">jn</a>	<a href="#">jn</a>	<a href="#">jn</a>

**Comment:**

## INSTRUCTION

**Standard 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.

Met	Met with Conditions	Not Met
<a href="#">jn</a>	<a href="#">jn</a>	<a href="#">jn</a>

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
<a href="#">jn</a>	<a href="#">jn</a>	<a href="#">jn</a>

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
<a href="#">jn</a>	<a href="#">jn</a>	<a href="#">jn</a>

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
<a href="#">jn</a>	<a href="#">jn</a>	<a href="#">jn</a>

**Comment:**


**Standard 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.

Met	Met with Conditions	Not Met
		

**Comment:**

**ASSESSMENT**

**Standard 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.

Met	Met with Conditions	Not Met
		

**Comment:**

**PROFESSIONALISM**

**Standard 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 and actively seek out opportunities to grow professionally.

Met	Met with Conditions	Not Met
		

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
		

**Comment:**



## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidates' knowledge of content

Evidence of candidate knowledge is clearly presented through Assessments 1 and 2. Evidence to show understanding and use of content knowledge is further presented in Assessments 3, 7, and 8.

### C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Evidence of candidate ability to understand and apply pedagogical skill and professional content knowledge, skills and dispositions is clearly presented in Assessments 3-8.

### C.3. Candidate effects on P-12 student learning

Evidence of candidate effects on student learning is clearly presented through the work sample and other assessments containing alignment to Standard 4.

## PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

### Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Assessment results have been used to identify, modify and strengthen the program.

## PART E - AREAS FOR CONSIDERATION

### Areas for consideration

Overall, the institution provided strong evidence of meeting all ACEI standards. The institution could strengthen assessments by using the language of the standards rather than generic language (i.e. Assessment 8 rubric elements).

Several assessments did not contribute evidence, or strong evidence, for meeting standards due to the fact that rubrics were aligned to multiple ACEI standards. As a result, data cannot in these instances be attributed as evidence for meeting specific standards. These assessments and rubrics should be revised over the next review cycle.

## PART F - ADDITIONAL COMMENTS

### F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

Information about the program, the assessments and the findings were presented in clear, organized, and easy to follow manner.

### F.2. Concerns for possible follow-up by the Board of Examiners:

## PART G -DECISIONS

### Decision:

jn

**Program is nationally recognized.** The program is recognized through the semester and year of the

institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns cited in the recognition report.*

**Please click "Next"**

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