

NATIONAL RECOGNITION REPORT

Initial Preparation of Early Childhood Education Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for the Education for Young Children (NAEYC).

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 covered by this Review

Early Childhood 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:

Praxis II Education of Young Children (0021) is used as the state licensure exam. The program had a 100 percent pass rate over a four-year period.

Summary of Strengths:

The program field experience and internship hours are a strength. Candidates have a minimum of 108 hours of field experience and a minimum of 490 hours of internship. In addition, the opportunity for faculty to have contact with the supervising mentors is also a strength.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.

Standard 1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

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

Comment:

The program indicates that Assessments 1, 4, 5, 6, 7, and 8 provide evidence for this standard.

Assessment 1, Praxis II Education of Young Children (0021), is an exam aligned with the NAEYC standards. There are two sub-categories that are relevant to this standard. The program has had a 100 percent pass rate for four years. Data are reported as the mean percent score of correct items for the subcategories. On Subcategory I. Child Development and Foundations, candidates had a mean of 51 percent of correct items, and they had 73 percent on Subcategory III, Diversity, Exceptional Needs, & Supporting the Learning Environment.

Assessment 4, Internship Evaluation, is an assessment completed by the college supervisor and the mentor teaching at the end of two seven-week clinical placements. It is based on the Teacher Education Conceptual Framework and is aligned with the SC ADEPT evaluation process. Items 3 and 5 in the planning section have the potential to provide limited documentation of candidate competence on Elements 1b and 1c. The classroom management section does not provide evidence on this standard. Data are presented holistically by section rather than disaggregated by item, so it is unclear if candidates demonstrate competence on Elements 1b and 1c.

Assessment 5, Unit Work Sample, includes a contextual factors section that is aligned with 1a and 1b. The rubric is consistent with the NAEYC standards. Data indicate that candidates have a range in mean scores from 3.3-4.0, which is an adequate performance level that demonstrates candidate competence on 1a and 1b.

Assessment 6, Unit Plan, is a social studies unit plan. The Essentials Questions component is reported to

align with 1c. Neither the assessment description nor the unit plan rubric is aligned with Standard 1. The rubric contains generic criteria that fail to assess complexity and quality in relation to the elements of the standard. This assessment does not provide evidence to document candidate competence in Standard 1.

Assessment 7, Praxis II Principles of Learning and Teaching K-6 (0522), is aligned with Standard 1 and provides limited evidence that candidates demonstrate competence on Standard 1. Data are disaggregated by the sub-categories. This assessment does not provide evidence of performance. Data are reported by the mean percentage of correct items. Candidate performance is at an adequate level.

Assessment 8, Portfolio, is a collection of artifacts compiled by the candidate which align with the Guiding Principles of the Newberry College Conceptual Framework, which include Best Practice, Collaboration, Diversity, Ethics, and Technology. Candidates are to provide two artifacts of their best work for each principle. Neither the assessment description nor the portfolio rubric is aligned with the NAEYC standards. This assessment does not provide evidence that candidates demonstrate competence on the elements of Standard 1.

Standard 2.

Standard 2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Met

Met with Conditions

Not Met

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Comment:

The program indicates that Assessments 1, 4, 5, 7, and 8 provide evidence for this standard.

Assessment 1, Praxis II Education of Young Children (0021), is an exam aligned with the NAEYC standards. There are three sub-categories that are aligned with this standard. The pass rate for four years has been 100 percent. Candidates had a mean score range of correct items of 80 to 85 percent (IV), 58 to 75 percent (VI), and 64 to 78 percent (VII). Praxis scores indicate candidate competence on Standard 2.

Assessment 4, Internship Evaluation, does not demonstrate candidate competence on elements of Standard 2. Items 3 and 21 relate to the standard, but two items are insufficient evidence. Item 21 has so many groups included, it is unclear if rapport with students and parents is a substantial requirement for a high rating. Data are not disaggregated by each item, so it is unclear if candidates demonstrate competence on the elements of Standard 2.

Assessment 5 Unit Work Sample Contextual Factors section is aligned with element 2a. Data indicates that candidates perform at an adequate level. The assessment demonstrates candidate competence on element 2a.

Assessment 7 Praxis II Principles of Learning and Teaching K-6 (0522) is aligned with elements of Standard 2 and provides limited evidence that candidates demonstrate competence on Standard 2. (See Assessment 7 under Standard 1 for more thorough information.)

Assessment 8 Culminating Portfolio does not provide evidence that candidates demonstrate competence on the elements of Standard 2. (See Assessment 8 under Standard 1 for more thorough information.)

Standard 3.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Met Met with Conditions

Not Met

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Comment:

The program indicates that Assessments 1, 3, 4, 5, 6, 7, and 8 provide evidence for this standard.

Assessment 1, Praxis II Education of Young Children (0021), is an exam aligned with the NAEYC standards. There are two sub-categories that are aligned to this standard. The overall pass rate is 100 percent for four years. Subcategory mean scores of correct items ranged from 38 to 76 percent (V) and 71 to 83 percent (VIII).

Assessment 3, Lesson Plans, is an assessment of four lesson plans completed during internship, which has the potential to assess elements of Standard 3. The criteria for the assessment category is not aligned with Standard 3, so candidate competence on Elements 3a, 3b, and 3c is not demonstrated.

Assessment 4, Internship Evaluation, has only one item on assessment in the planning section, which is an insufficient number of items to determine competence. The data provided are holistic and represent a mean score derived from all five items. It is unclear if candidates demonstrate competence on Standard 3.

Assessment 5, Unit Work Sample, includes multiple sections that assess Standard 3. Data indicate that candidates perform at an adequate level. The assessment demonstrates candidate competence on Standard 3.

Assessment 6, Unit Plan, does not provide evidence that candidates demonstrate competence on the elements of Standard 3. The sections on Lesson Plans and Assessment is reported to align with Standard 3. Neither the assessment description nor the unit plan rubric is aligned with Standard 3. (See Assessment 6 under Standard 1 for more thorough information.)

Assessment 7, Praxis II Principles of Learning and Teaching K-6 (0522), is aligned with the NAEYC standards. This assessment provides limited evidence of candidate competence on the elements of Standard 3. (See Assessment 7 under Standard 1 for more thorough information.)

Assessment 8, Culminating Portfolio, does not provide evidence that candidates demonstrate competence on the elements of Standard 3. (See Assessment 8 under Standard 1 for more thorough information.)

Standard 4.

Standard 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Met Met with Conditions

Not Met

Comment:

The program indicates that Assessments 1, 2, 3, 4, 5, 6, 7, and 8 provide evidence for this standard.

Assessment 1, Praxis II Education of Young Children (0021), is an exam aligned with the NAEYC standards. There are two sub-categories that are aligned to this standard. Subcategory mean scores for the percentage of correct items ranged from 59 to 82 percent (II) and 58 to 75 percent (VI), indicating competence on this standard.

Assessment 2, Grade Point Average: Content is the grade point averages of 12 key content courses in the program. It is difficult to determine if Elements 4b, 4c, and 4d are met through this assessment, since no assignment descriptions are given to identify the performance expectations of candidates. The list of courses would support competence on 4c, but there is no evidence to support that 4b and 4d are met.

Assessment 3, Lesson Plans, require candidates to write four lesson plans during their internship. Lesson Procedures and Accommodations for Differentiated Instruction document limited competence of candidates on Element 4b. Data indicate that over a three-year period, a mean of 39 percent of candidates met the 4.0 level on Accommodations while a mean of 69 percent met the 4.0 level on Lesson Procedures.

Assessment 4, Internship Evaluation, has the potential to document candidate competence on Standard 4. Individual items have not been aligned with the standard, with data reported on each item. This assessment could be enhanced by more "additional items" that are directly related to early childhood education and the NAEYC standards.

Assessment 5, Unit Work Sample, has multiple sections on Teaching and Learning that are aligned with Standard 4. Data indicate that candidates perform at an adequate level. The assessment demonstrates candidate competence on Standard 4.

Assessment 6, Unit Plan, does not provide evidence that candidates demonstrate competence on the elements of Standard 4. The sections on Unit Overview, Essential Questions, Standards, Procedures, Resources, and Lesson Plans are reported to align with Standard 4. Neither the Assessment Description nor the Unit Plan Rubric is aligned with Standard 4. (See Assessment 6 under Standard 1 for more thorough information.)

Assessment 7, Praxis II Principles of Learning and Teaching K-6 (0522), is aligned with the NAEYC standards. This assessment provides limited evidence of candidate competence on the elements of Standard 4. (See Assessment 7 under Standard 1 for more thorough information.)

Assessment 8, Culminating Portfolio, does not provide evidence that candidates demonstrate competence on the elements of Standard 4. (See Assessment 8 under Standard 1 for more thorough information.)

Standard 5.

Standard 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational

practices and policies.

Met

Met with Conditions

Not Met

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Comment:

The program indicates that Assessments 1, 3, 4, 5, 7, and 8 provide evidence for this standard.

Assessment 1, Praxis II Education of Young Children (0021), is an exam aligned with the NAEYC standards. There are two subcategories that are aligned to this standard. Subcategory mean scores for the percentage of correct items ranged from 80 to 85 percent (IV) and 64 to 78 percent (VII), indicating candidate competence on this standard.

Assessment 3, Lesson Plans, requires candidates to reflect on their lesson, which has the potential to document candidate competence on Element 5d. No data on the reflection component is provided, so it is not possible to determine candidate competence from this assessment.

Assessment 4, Internship Evaluation, has very limited potential to assess elements of Standard 5. One item refers to self-reflection, which aligns with the standard. The item on ethics does not directly relate to the ethics outlined in the Standards document. Data are not disaggregated by item, so candidate competence on this standard is not demonstrated with this assessment.

Assessment 5, Unit Work Sample, does not demonstrate competence on Element 5d. The section Mechanics is not aligned with Standard 5.

Assessment 7, Praxis II Principles of Learning and Teaching K-6 (0522), is aligned with the NAEYC standards. This assessment provides limited evidence of candidate competence on the elements of Standard 5. (See Assessment 7 under Standard 1 for more thorough information.)

Assessment 8, Culminating Portfolio, does not provide evidence that candidates demonstrate competence on the elements of Standard 5. (See Assessment 8 under Standard 1 for more thorough information.)

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Candidates demonstrate knowledge of content through the Praxis II Education of Young Children and Praxis II Principles of Teaching and Learning.

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

The assessments, rubrics, and data in the program report provide weak documentation of candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions in relation to the NAEYC standards. Multiple assessments in the program report have the potential to document pedagogical and professional content knowledge, skills, and dispositions with a stronger and more direct alignment with the NAEYC standards.

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

Evidence suggests that candidates had a positive effect on student learning. Candidates were competent

in planning assessment and in analyzing assessment data on their students.

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)

Early childhood faculty meet regularly to discuss program assessments and data. Faculty plan to examine the course EDU 230 Human Development and Learning to determine if adequate time is being spent on the development of children from birth to age eight. Faculty have revised the lesson plan format and the rubric. Faculty have conducted item analysis that made it evident to them that they do not assess Standard 5 elements as often as the other standard elements. They plan to increase student membership and participation in associations such as SCAEYC, SCIRA, and SC2. It appears evident that faculty do evaluate and use assessment results to improve candidate performance and improve the program.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The program is advised to continue to revise assessments to create more specific alignment to standards.

PART F - ADDITIONAL COMMENTS

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

None.

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

Very few of the program faculty members have terminal degrees.

PART G - DECISIONS

Please select final decision:

☒ Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY

/ /

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 3/15/11, 9/15/11, 3/15/12, or 9/15/12. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 3/15/12 submission date noted above. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the next report must be submitted by the date below.

Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY
09 / 15 / 2012

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

To be considered for a Met decision for all standards:

1. Strengthen the alignment of Assessments 3, 4, 6, and 8 to the NAEYC standards and all key elements addressed and attach a copy of each new/revised assessment.
2. For each new/revised assessment, attach a scoring guide that is aligned to the assessment and the standards addressed and that distinguishes between levels of performance.
3. For each new/revised assessment, provide data that are aligned to its scoring guide and disaggregated by standards/categories of the scoring guide and by performance levels.
4. For Standard 2, provide candidates with opportunities to demonstrate their ability to support and empower families and actively engage families in children's development and learning.
5. For Standard 4, strengthen the grade point average assessment by providing sufficient information on how grades are determined in the courses used.
6. For Standard 4, strengthen the alignment with the NAEYC standards on candidate performance-based assessments.
7. For Standard 5, provide candidates with opportunities to demonstrate their engagement with the profession of early childhood education and to engage in advocacy.

Please click "Next"

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