

# Program Report for the Initial Preparation of Early Childhood Teachers National Association for the Education of Young Children (NAEYC) 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 / 14 / 2010

### 4. Report Preparer's Information:

Name of Preparer:

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### 6. Name of institution's program

Early Childhood Education

## 7. NCATE Category

Early Childhood Education-First Teaching License

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

PK-3

(1) e.g. Birth to Grade 3, P-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

South Carolina

## 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 NAEYC 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 by 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 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 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 teacher 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 school districts adopt a policy prohibiting those behaviors. All educator preparation units must provide assessment 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 the NAEYC 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 (12 hours total) 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, Early Childhood Education majors take the following courses with field experience components:

**ECE 352 Literacy Development in Young Children** - Teacher candidates spend at least (1) hour per week for twelve (12) weeks observing children and teachers. Mentors are certified in Early Childhood Education. Candidates are required to be knowledgeable about current research on literacy development and document specific examples of literacy development in their assigned classroom including the

integration of literacy with all content areas.

ECE 437 Teaching an Integrated Curriculum - Candidates spend at least (2) hours per week for twelve (12) weeks observing children and teachers. Candidates coordinate with mentor teachers to complete the required activities and observations to better understand and explore the process of planning and teaching an integrated curriculum. Field experience assignments are aligned with the course schedule to engage students in observation and discussion of planning and teaching in an integrated curriculum that includes art, math, science, social studies, music and drama and the language arts. Candidates teach three lessons during the field experience, two of which are observed by the mentor teacher and one by the college instructor using the Newberry College observation record.

ECE 438 Methods and Materials for Social Studies - Candidates spend at least (1) hour per week for twelve (12) weeks observing children and teachers. Candidates coordinate with field experience mentors to complete the required activities and observations to better understand and explore the process of planning and teaching a curriculum that integrates social studies into two or more content areas.

To ensure that all candidates experience a variety of school settings with diverse student and teacher populations, the faculty and school partners place candidates in schools 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 field experiences by a qualified mentor teacher, the administration of the school and a college faculty member. School partners are trained in ADEPT by either the Newberry College faculty or the school district and are in direct contact with the Unit's faculty through email, telephone, and in person. Faculty members of the Teacher Education Program regularly meet with selected school faculties to explain and discuss the Teacher Education field experience procedures. Mentor Teachers complete an evaluation on each candidate and the data is analyzed by the program area faculty.

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 lasts for 14 weeks (minimum of 490 hours) in two 7 week 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 Newberry College Lesson Plan Rubric. The average score of the four plans provides one of the assessments for the internship. 2) All interns create a teacher work sample which is scored using a rubric. The teacher work sample 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. 3) The internship mid-term and final evaluations and accompanying rubric are aligned with NAEYC 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

NAEYC 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.)**

Early Childhood Degree Planning Sheet 07-08	Early Childhood Degree Planning Sheet 08-09
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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	Item Analysis Report Referenced in Section V
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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: Early Childhood Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
09-10	19	10
08-09	17	3
07-08	10	1

(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	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 and Reading Courses for Early

	Childhood majors
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>	Presenter, South Carolina Association of Teacher Educators Conference, 2010 IRA Member, College Teacher State Chair for 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 public school teacher Grades K-6 3 years Curriculum Specialist 8 years Coordinator of Early Childhood Education, Richland School District 2, SC Certified in ECE, ELE and Administration

Faculty Member Name	Glenna Zeak
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D. Curriculum and Instruction Pennsylvania State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Early Childhood Education classes EDU 230 (Human Development and Learning)
Faculty Rank <sup>(5)</sup>	Associate Professor (Resigned 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>	Member of NAEYC, NASA, SECA Bank of America Grant for Early Childhood Education Research on Diverse Pathways to teacher preparation
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Head Start Teacher (5 years) 5 years Head Start Manager 6 years ECE and Child Development adjunct Instructor 3 years ECE Distance Learning Instructor 2 years Associate Professor of ECE 9 years Head Start Federal Evaluator

Faculty Member Name	Cathy Mitchell
Highest Degree, Field, & University <sup>(3)</sup>	Masters Degree plus 30 hours Elementary Education and Administration University of South Carolina
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full time professor of Elementary Education and Early Childhood Education 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>	ACEI/NAEYC member 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 dept. of edu

Faculty Member Name	Marcia Ringer
Highest Degree, Field, &	Master of Science Mathematics University of South Carolina

University <sup>(3)</sup>	
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	MAT 221 (Basic Math Concepts) and MAT 222 (Geometry for the Elementary Teacher)
Faculty Rank <sup>(5)</sup>	Assistant Professor of Mathematics until 2009 Adjunct Professor 2009 - present
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, 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 high school math teacher and math chair person Secondary mathematics teacher certification

Faculty Member Name	Rebecca Pugh
Highest Degree, Field, & University <sup>(3)</sup>	Master of Science Plus 30 hours Geology University of Houston
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	SCI 110 (Earth Science), ECE 439 (Math and Science Methods)
Faculty Rank <sup>(5)</sup>	Adjunct 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>	Member NSTA, SC Science Council, SCASCD Presented at the SC MESAS conference 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 (Integrating Technology into Teaching)
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>	Certifications: Secondary Mathematics, AP Calculus, AP Statistics, Gifted and Talented, Mathematics for the Technologies. Intel Master Teacher, Learning Focused Solutions trainer 22 years as a secondary mathematics teacher 7 years as a Greenville County Instructional Coach 7 years as Adjunct Instructor teaching Graduate level courses for teacher recertification for Furman University



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 of Teaching and Learning) 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—Center of Excellence in Teacher Retention CERRA Executive Board
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

(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 NAEYC 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 Education of Young Children (0021)	National Standardized Exam for State Licensure	Prior to graduation

Assessment #2: Content knowledge in early childhood education (required)	Grade Point Average in Content Courses	Average of grades selected required courses	Each semester
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)	Lesson Plans	Graded Lesson Plans scored using rubric	During Internship
Assessment #4: Student teaching or internship (required)	Internship Evaluation	Clinical Practice Evaluation scored using rubric	During internship - midterm (formative) and final (summative)
Assessment #5: Candidate effect on student leaning (required)	Unit Work Sample	Internship Project scored using rubric	During second setting of internship
Assessment #6: Additional assessment that addresses NAEYC standards (required)	Unit Plan	ECE 438 Project - Unit plan developed and scored using rubric	During ECE 438 - Methods and Materials for Social Studies
Assessment #7: Additional assessment that addresses NAEYC standards (optional)	PRIXIS II Principles of Learning and Teaching (0522)	National Standardized Exam for state licensure	Prior to graduation
Assessment #8: Additional assessment that addresses NAEYC standards (optional)	Culminating Portfolio	Portfolio showing mastery of Conceptual Framework principles and scored using a rubric	During internship

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

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

	#1	#2	#3	#4	#5	#6	#7	#8
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.	b	e	e	b	b	b	b	b
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.	b	e	e	b	b	e	b	b
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.	b	e	b	b	b	b	b	b
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.	b	b	b	b	b	b	b	b
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.	b	e	b	b	b	e	b	b

## 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 brief description of the assessment and its use in the program (one sentence may be sufficient);
  - 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.
  - A brief analysis of the data findings;
  - 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

- The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- The scoring guide for the assessment; and
- 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. State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include all of the standards. 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. (Answer Required)**

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

Assessment 1
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See **Attachments** panel below.

**2. Assessment of content knowledge<sup>(13)</sup> in early childhood education. NAEYC standards**

addressed in this entry could include but are not limited to 1, 2, and 4. Examples of assessments include comprehensive examinations, GPAs or grades<sup>(14)</sup>, and portfolio tasks<sup>(15)</sup>. (Answer Required)

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

Assessment 2	Assessment 2a - Course Descriptions
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See **Attachments** panel below.

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(13) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(14) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(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. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NAEYC standards that could be addressed in this assessment include but are not limited to Standard 4. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural and linguistic differences; (b) knowledgeable and developmentally appropriate application of subject matter knowledge; (c) use of effective and appropriate teaching strategies for young children; and (d) attention to effects on children's learning. These assessments are often included in a candidate's portfolios or in student teaching evaluations. (Answer Required)**

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

Assessment 3
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See **Attachments** panel below.

**4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include all of the standards. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)**

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

Assessment 4
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See **Attachments** panel below.

**5. Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to 3 and 4. Examples of assessments include those based on samples of children's work, portfolio tasks, case studies, follow-**

up studies, and employer surveys. They might include follow-up studies of graduates of the ECE program, as they relate to the NAEYC standards and as they document graduates' effectiveness in professional positions where they have an impact on young children's development and learning. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5

See **Attachments** panel below.

**6. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

Assessment 6

See **Attachments** panel below.

**7. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners.**

Provide assessment information as outlined in the directions for Section IV

Assessment 7

See **Attachments** panel below.

**8. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates**

and reflective, continuous learners.

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)**

During the academic year, all Newberry College faculty who are responsible for preparing Early Childhood candidates meet on a regular basis to discuss program assessments and results; course expectations; and field experiences and internships. Data are analyzed in Teacher Education Advancement Team meetings, the Teacher Education Committee meetings, and in the Education Department faculty meetings. At the end of each academic year, the faculty meet to review insights and suggestions which have emerged during the year and to take a holistic look at program assessment data. This helps us to better understand candidates' developing knowledge, skills, and dispositions over the course of the program and to make any changes that will better support this development. In addition to the assessment data used for this report, an item analysis of the number of times that elements of the NAEYC standards were assessed in the data was done. Information from this item analysis will be referenced throughout the remainder of this report as the Item Analysis Report.

### Content Knowledge

Data from this report suggests that all candidates in the Early Childhood Program possess a solid foundation in content knowledge that directly and positively affects their ability to plan and organize for instruction. It is interesting to note that on the Item Analysis Report, element 4c, (knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines) is included on numerous assessments. The faculty has plans to discuss whether or not we place a greater emphasis on this area in the program, resulting in our candidates having a high level of overall content knowledge.

The data from the PRAXIS II exam does suggest that candidates would benefit from a more in-depth knowledge of young children's characteristics and needs and the multiple influences that can affect children's development and their ability to learn. Currently, all teacher education majors take EDU 230 - Human Development and Learning prior to being admitted to the teacher education program. The faculty will examine this course to determine if an adequate amount of time is being spent on the growth and development of children from birth to age eight. In addition, we will examine the additional required coursework for the Early Childhood major to ensure that candidates continue to receive content

knowledge in this area as they progress through the program. It is interesting to note that on the Item Analysis, NAEYC elements 1a (knowing and understanding young children's characteristics and needs) and 1b (knowing and understanding the multiple influences on development and learning) are assessed fewer times than some of the other elements. The faculty has plans to discuss whether or not this indicates that we actually do place less emphasis on this area in the program.

In looking at overall course grades for the Early Childhood major, our students have the weakest grades in SCI 110 Earth Science and MAT 222 Geometry. Students usually take these courses during the freshman or sophomore year, before admission to the teacher education program. During these courses candidates begin to experience the rigor of the early childhood curriculum. Often, students do not have the prior knowledge needed to do as well as expected in these courses. The faculty will examine these two courses to determine if the freshman year is the right time for them to be taken.

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.

### Professional & Pedagogical Knowledge, Skill, and Dispositions

One change that has come about as a direct result of reviewing the assessments for this report is in the area of lesson planning. The 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 quickly became clear 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. This made it much harder to determine areas of weakness. As a result, the rubric has been rewritten to be an analytic rubric with the elements linked to NAEYC 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. We were able to determine from the original rubric that candidates would benefit from additional emphasis being placed on procedures, accommodations, and assessment as part of the lesson plan. Faculty has agreed to spend additional time on these three areas in all courses in which students are required to write a lesson plan.

In 2008-2009, it was determined that candidates would benefit from learning to write an integrated unit plan earlier in their coursework. The faculty decided that ECE 438 Methods and Materials for Social Studies would be an ideal course in which to begin teaching the unit plan. The Unit Work Sample will soon be a requirement of all veteran teachers in South Carolina as part of the ADEPT Evaluation System, so this model is used during the Newberry College internship. Data from the Unit Work Sample, which is required as part of the internship in the senior year, shows that student proficiency on the assessment improved in 2009-2010. The faculty believes that this improvement is a direct result of beginning to teach the unit plan in an earlier course.

From the Item Analysis, it is evident that we do not assess the NAEYC elements of professionalism as frequently as some of the other elements. While our students did well on the assessments which are aligned to these elements, we believe that we can do more to develop student knowledge in this area. Each year, a number of students have the opportunity to attend conferences put on by professional organizations (SCAEYC, SCIRA, SC2). Our goal is to increase student membership and participation in these professional organizations. Prior to this report, efforts were already underway to achieve this goal.

### Student Learning



The data shows that Early Childhood candidates already do well in the area of assessment, but in the fall of 2009-2010, the faculty determined that in order to meet the increasing demands that are being placed on classroom teachers regarding testing and accountability, an additional course in assessment would further the knowledge of candidates in this area. The faculty engaged in curriculum mapping, reviewed the data, and made a recommendation to Faculty Council to add an assessment course to the course of study for education majors. 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 Early Childhood majors.

Early Childhood candidates who take this course will receive instruction on the goals, benefits, and uses of assessment. They will learn how to use observation, documentation, and other developmentally appropriate assessment tools and approaches. In addition, they will learn how to practice responsible assessment and partner with families and other professionals.

As a faculty, we believe that as our country changes, our students will have an even greater need for a solid background in diversity. After much discussion with the psychology department and the college administration, the educational psychology course was moved to the Education Department in 2007-2008. 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, accommodations, 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 has discussed a desire to prepare our candidates more thoroughly in the area of families and communities (2a, 2b, 2c). They have done well on the assignments that are correlated with these elements, but we feel that they would benefit even more from a specific course pertaining to families and communities. We plan to go through the course approval process to add this course in the 2010-2011 academic year.

## **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.