

# Newberry College Institutional Report

## Standard 1

**B. Standard 1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.**

**B.1. What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.**

Programs are successful in relation to Specialty Professional Association (SPA) reviews with 8 of 10 programs maintaining national recognition, and two programs with state recognition.

To assure candidate knowledge, skills, and dispositions the Newberry College (NC) Teacher Education Program (TEP) uses multiple measures aligned to professional, state, and institutional standards to develop and support the professional competency of prospective educators. All teacher candidates must have identified passing scores on the following assessments in order to complete the program: PRAXIS II; Principles of Learning and Teaching (PLT); the Culminating Portfolio, the Unit Work Sample, Lesson Planning Evaluation and the Internship Evaluation. In addition, all professional education course syllabi show alignment to standards and include performance assessment projects and measures (rubrics) to assure proficiency. Student Learning Outcomes (SLOs) in each course are connected to Program Learning Outcomes (PLOs). Candidates are trained to focus on student learning and develop the dispositional behaviors needed to support the learning of all students. The unit works to develop professionals who are prepared to: work with diverse school populations; positively impact student achievement; and exemplify the traits of a professional educator.

The State of South Carolina requires all teacher candidates to pass the PRAXIS II for the certification area. NC currently offers coursework leading to certification in the following areas: Early Childhood Education, Elementary Education, Middle Level Education, Physical Education, Music Education, Biology, Chemistry, English, Math and Social Studies. All programs secured a 100% pass rate in content tests from 2007-2010 based on program completion data.

The State of South Carolina requires all teacher candidates to pass the Principles of Learning and Teaching exam in order to be certified. The test is designed to assess a beginning teacher's knowledge of a variety of job-related criteria, and at NC, this knowledge is gained through coursework in human growth

and development, classroom management, instructional design and delivery techniques, evaluation and assessment, and other professional preparation. From 2007-2010, 59 teacher candidates took the PLT. 92% passed with a mean score of 172. The state pass rate for this exam is set at 165.

All teacher candidates are required to develop and teach a Unit Work Sample (UWS) during the Internship. Candidates have experience with unit planning in coursework prior to the UWS, with elements of the process gradually building until the UWS is implemented during the Internship. Candidates complete units within methods classes. The UWS is completed during the Internship with guidance from the mentor teacher, the college supervisor, and the seminar facilitator. The candidates are scored using the UWS Rubric, with data collected and used to make data-driven decisions. A purpose of this assignment is for candidates to demonstrate impact on student learning through the use of classroom assessment data. Candidates' content knowledge, pedagogical skills, assessment skills, and dispositions are also evaluated through this assessment. Candidates are expected to demonstrate evidence of their ability to use a variety of teaching strategies that address the specific needs of all students and to use pre- and post- assessments to enhance learning. Based on UWS data collected 2007-2010, students appear to understand the process of designing, implementing and assessing a unit of instruction. Sixty-two students have participated in the assignment with a mean score of 3.65 on a 4 point scale. The yearly mean scores and 3-year mean scores are all greater than 3.5 and therefore indicate that there are no major weaknesses in the areas designated in the assessment. The lowest mean score of 2.0 occurred in the music area in designing a pre-assessments. The only other mean scores between 2 and 3 occurred in the assignment area called mechanics.

During the internship, all teacher candidates are evaluated by the college supervisor and the mentor teacher, using the Newberry College Internship Evaluation form. The Internship Evaluation instrument is based on the Newberry College Conceptual Framework and the South Carolina Assisting, Developing and Evaluating Professional Teaching (ADEPT) evaluation process. The instrument is also aligned with SPA standards. The SC ADEPT evaluation contains 10 Performance Standards (APS) designed to assist, develop, and evaluate teachers throughout the teaching career, including the teacher preparation period. At the mid-term of the internship a formative evaluation conference is held with each candidate, the mentor and the college supervisor to review the evaluation and reflect on any areas for improvement, with resources and information to correct any problems. The final summative evaluation conference with the college supervisor and the mentor teacher is a reflection of the entire internship with the candidate. Data from the summative evaluation is collected in the unit data collection system for analysis. The acceptable level on the Internship Evaluation is a score of 3.0 or higher (on a 4.0 scale) in 4 of the 5 domains on the evaluation form. From 2007-2010, the mean score on the Internship Evaluation, for all graduates, was 3.48. In 2007-2008, the mean score was 3.57 for 14 graduates. In 2008-2009, the mean score was 3.42 for 23 graduates. In 2009-2010, the mean score was 3.46 for 21 graduates. In analyzing the data for 2007 – 2010, it was found that NC intern scores were consistently the highest in Performance Domain 4, Professionalism. There was no one domain area in which the students consistently had lower scores. When looking at the individual majors, only English Education majors had a total average mean score that was below 3.0. There were only two English Education majors included in the three year data.

Because multiple assessments are critical, interns also submit 4 lesson plans for scoring using the Newberry College Lesson Plan rubric. Interns must obtain a mean score of 3.0 or higher in order to complete the internship. A review of 44 interns from 2008-2010 showed a mean score of 3.66 on a 4.0 scale. Since this data did not reveal specific strengths or weakness (due to the holistic nature of the scoring), the rubric was converted to an analytic rubric in the Fall of 2010.

Program data that provide evidence that candidates meet knowledge, skills, and dispositions standards include the following:

- Data on candidate dispositions: Candidates complete disposition self-assessments in EDU 224 (freshman year), EDU 232 (sophomore year). Faculty complete disposition assessments in EDU 341 or EDU 342 (junior year). The overall mean score on the disposition assessments from 2007 – 2010 is 3.44. These assessments provide an opportunity for candidates to reflect critically on their demonstration of the established dispositions and to talk with faculty about their progress. In addition, a disposition concerns form can be completed by any faculty member or public school partner at any time. Summary data shows that 1) the use of the concerns form has increased steadily since it was introduced in 2007-2008, 2) Physical Education has the highest number of concerns forms, but is also the biggest major in the TEP, and 3) Professional Commitment is the disposition most often cited on the concerns forms.
- Student learning: As noted previously, besides information presented in program reports, all initial certification candidates are evaluated using the state mandated performance based observation system ADEPT. ADEPT Domain I (Planning) and the three ADEPT Performance Standards (APS) within that domain all focus on assessment of student learning. In particular, APS 3, Planning Assessments and Using Data, provides strong evidence that our candidates assess student learning and use those assessments to guide instruction. As a component of APS 3, candidates develop a Unit Work Sample (UWS). All programs use the UWS as a key assessment
  - Content knowledge, pedagogical knowledge, and professional/pedagogical knowledge and skills for candidates: ADEPT data are gathered for all certification candidates at NC. This data demonstrates that candidates are meeting standards in these areas. Candidates demonstrate content knowledge through inquiry, critical analysis, and synthesis of the subject. Content knowledge is also measured on the PRAXIS II Specialty Area test.

## **B.2b. Continuous Improvement**

- **Briefly summarize the most significant changes related to Standard 1 that have led to continuous improvement.** (If no significant changes related to this standard have occurred since the previous visit, indicate "None" in this section.)

Numerous significant changes have been made in relation to Standard 1 since the last visit including the following:

-Institution of new undergraduate programs which required the development of curricula and program assessments to demonstrate candidate knowledge, skills, and dispositions. New initial certification programs that write program reports are Early Childhood Education (NAEYC), Middle Level Education (NMSA), and Chemistry (NSTA)

-Extensive revision of program assessment plans and rubrics have taken place in all programs to more clearly align with state, professional, and institutional standards.

-Development of detailed definitions of and rubrics for dispositions including the incorporation of elements to meet the SC School Safe Climate Act.

-Addition of program instructional modules and assessments to meet the new state standard for the Education Economic Development Act (EEDA).

-The Lesson Plan rubric was changed from a holistic to an analytic rubric to provide more data about candidate competency.

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