

## Program Changes Newberry College

### Change(s) Made

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 (see Program Reports and revisions to Program Assessments).

Development of detailed definitions of and rubrics for dispositions

Addition of program instructional modules and assessments to meet the state standard for the Education Economic Development Act (EEDA) including the incorporation of elements to meet the SC School Safe Climate Act.

Development of an assessment system in 2007 which has been continually refined.

Decision to use LiveText in 2007 as the means to collect the data.

Creation of new rubrics and revision of all rubrics.

Changes to the field experience, discussed in Standard 3.

Revision of existing courses – titles, course descriptions and content. For example, EDU 382 used to be entitled Educational Technology II. Through analyzing data of student learning gains, it was deemed that only one course in technology was needed and that technology should be infused in all courses. EDU 382 became Teaching and Technology and the content was changed to prepare candidates for the types of technology they will encounter in the public schools and effective and appropriate use of technology in instruction.

Based on graduate follow up data and on a conceptual belief that teachers must be competent in diversity proficiencies, a new course was established in 2007 that focuses on cultural diversity (EDU 232 – Working with Exceptional and Diverse Learners). Existing courses were also revised to include significant diversity components as evidenced by syllabi.

Based on assessment data from EDU 232 course grades and other assessments, it was determined that the course content needed to be expanded beyond the original format which was mainly an exceptional learner class to focus on a more complete/comprehensive definition of a diverse learner. Candidates must score a C or higher in the course in order to be admitted to the Teacher Education Program. It serves as a gate because those individuals without a C or higher have not mastered the skills and dispositions (fairness) needed for being a teacher. In the fall/spring 09-10, grades took a dip overall. As a result, when a vacancy came open due to a retirement, the TEP hired a new faculty with prior experience teaching the topic, redesigned the course, adopted a new textbook, created new key assignments, and early results show that students are mastering the course content at a higher rate.

During the program review for NAEYC, early childhood faculty determined that candidates needed more experience working with students and their families. Modifications were made to an existing course. ECE 251 was renamed Children, Schools, Families and Communities to assist candidates in building family, school, and community partnerships that support children's well-being and educational success. Candidates explore theories and processes used to establish positive home-school-community relations to include: diversity of families, professionalism and ethics, the NAEYC Code of Conduct, and advocating for young children.

The lesson plan template was revised in 2008 to place more emphasis on differentiated instruction.

#### Creation of new course – EDU 300 – Assessment for Learning

The most significant change related to Standard 5 has been the quality of the faculty we are now able to attract. As the program has grown and improved, so has the ability to hire excellent faculty. In Spring 2009, an expert in Early Childhood Education with an outstanding reputation statewide was hired. In Spring 2010, the teacher education program hired a physical educator with excellent teaching experience and a terminal degree, a national board certified teacher who was named an ASCD Young Scholar, a Ph.D. with expertise in diversity, and a Master Teacher who has been the recipient of the Presidential Award for Teaching Mathematics.

#### Changes in budget and resources:

The primary changes related to Standard 6 have been in the areas of budget and technology. In 2006, the entire budget for the Department of Education, excluding salaries, was \$5,273. In 2010-2011, the DOE base budget, excluding salaries, was \$25,400. The budget has increased yearly since 2006. In addition the budget for NCATE/Continuous Improvement has increased from \$4275 in 2006-2007 to \$16,800 in 2010-2011. The college also has held steady in its support of the South Carolina Teaching Fellows Program by providing a part-time campus director and a budget of \$18,000 in 2010-2011. In total, the college provided budgeted money of \$60,200 for the 2010-2011 academic year excluding salaries and fringe benefits for faculty and staff. Newberry College removed one Area for Improvement from the previous visit by funding a position for a full time Administrative Specialist for the DOE in 2008-2009. These budget increases demonstrate a substantial improvement over the financial state of the department since the last NCATE report and visit.

In addition to increases in college budget lines, the DOE has been active in pursuing grants and private donations. The department is currently implementing over \$1.8 million in grants and \$97,371 in private donations. Newberry College is the recipient of an Improving Teacher Quality grant, a Robert C. Noyce grant to recruit and prepare Math and Science teachers, and a South Carolina Center of Excellence grant. While these grants do not all go directly toward the TEP, much of the money does help improve our ability to adequately prepare candidates to meet professional, state, and institutional standards. With these grants, the college has been able to hire one new faculty member, one new staff member working solely on public school projects and partnerships, and a half time Master Teacher/Adjunct instructor. Furthermore, the private donations have dramatically impacted the quality of our facilities and program by allowing us to renovate classrooms, offices, and conference room spaces.

Technology resources have dramatically improved over the past five years. All candidates own a laptop computer which is supported by OIT. Classrooms in the DOE are equipped with interactive whiteboards and document cameras. Faculty model the integration of technology in their teaching. Beginning in Fall 2006, each candidate who has successfully completed the program leaves with certification from the INTEL Teach to the Future Essentials Course. In the Spring of 2011, in partnership with the Institute for Evidence Based Decision Making in Education (EDIE) the DOE installed a state-of-the-art Steelcase

LearnLab to promote student engagement. Candidates now participate in Twitter conferences, use cell phones to text responses during class discussions, use clicker systems, use both LiveText and the Wolf Den to submit course work, learn how to create webquests and Wiki's, and use other technologies ( FLIP cameras, iPods) to teach P-12 students. Candidates also have access to a diversity and plurality of educational resources through their extensive work in schools and districts.

#### Changes to Governance Structure:

- CITE replaced the former Teacher Education Advancement Team (TEAT). This change in name reflects intentional alignment with mission of this committee.
- At the request of the President, the committee structure for TEC was changed to reduce the number of members. This change was made in an effort to reduce the workload for the faculty in a small college and to help committees function more effectively.

#### Changes to P-12 Components:

Newberry College public school partnership structure has been in transition since the steady growth in the TEP beginning in 2007 and the subsequent increase in the number of partner schools. TEP faculty determined that the most important change that could be made to improve the overall structure was to create a position for a Coordinator of Clinical Experiences. Newberry College approved and funded this position in August 2011 as a half time position with plans to move it to a full time position as the expected growth continues. This position provides a liaison between the college and the public schools.

The initiation of new undergraduate programs in Early Childhood Education, Middle Level Education, and Chemistry, along with a heavy focus on recruiting students to all programs and especially to secondary majors, brought significant changes to the Teacher Education Program. The TEP grew from 59 candidates in Fall 2006 to over 321 in Fall 2010