

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Elementary Education Teachers

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

Benedict College, SC

#### Date of Review

MM DD YYYY

01 / 12 / 2008

#### 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 [See Part G]
- Not nationally recognized

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

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

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

**Comment:**

There were only seven program completers taking the Praxis over a three year period (04-05, 05-06, 06-07). The pass rate was 100 percent.

**Summary of Strengths:**

The program report was presented in a well-organized format.

The program had multiple assessments addressing the ACEI standards.

The Senior Service Learning paper and Family Assessment Project provides candidates with a way to synthesize, analyze and reflect on students, communities, and families.

**PART B - STATUS OF MEETING SPA STANDARDS**

**DEVELOPMENT, LEARNING AND MOTIVATION**

**Standard 1. 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
jn	jn	jn

**Comment:**

**CURRICULUM**

**Standard 2.1. English language arts.** 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
jn	jn	jn

**Comment:**

**Standard 2.2. Science.** Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the

unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

**Standard 2.3. Mathematics.** Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**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
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**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 dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**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
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**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
jn	jn	jn

**Comment:**

**Standard 2.8. Connections across the curriculum.** Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

## INSTRUCTION

**Standard 3.1. Integrating and applying knowledge for instruction.** Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

Met	Met with Conditions	Not Met
jn	jn	jn

**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
jn	jn	jn

**Comment:**

**Standard 3.3. Development of critical thinking, problem solving, performance skills.** Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

Met	Met with Conditions	Not Met
-----	---------------------	---------

jn

jn

jn

**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

jn

jn

jn

**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

jn

jn

jn

**Comment:**

**ASSESSMENT FOR INSTRUCTION**

**Standard 4. 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

jn

jn

jn

**Comment:**

**PROFESSIONALISM**

**Standard 5.1. Practices and behaviors of developing career teachers.** Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

Met

Met with Conditions

Not Met

jn

jn

jn

**Comment:**

**Standard 5.2. Reflection and evaluation.** Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

**Standard 5.3. Collaboration with families.** Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

**Standard 5.4. Collaboration with colleagues and the community.** Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

## **PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

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

Assessment 1: Praxis  
The unit's analysis of the alignment of Praxis to ACEI standards and the eight sub-score averages from individual score reports indicate candidates met or exceeded acceptable levels. The unit provided a three year summary of seven candidates' averages and their range of scores.

Assessment 2: Grades  
Candidates take 60 semester hours of general education courses as well as additional content courses in the major. Information on content knowledge included both general education courses and required content courses in the major. The content of the courses was aligned with ACEI standards. Grade point averages of the seven candidates over a three year period were used to demonstrate candidates' knowledge of content. The different levels of proficiency the grade point averages represented was not given, nor were specific candidate performance data.

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

Data from Assessments 3, 4, 6, 7 and 8 indicate candidates understand and apply pedagogical and professional content knowledge, skills, and dispositions.

#### Assessment 3: Long Range Plan

Candidates are required to develop and implement a long range plan covering five major content areas: language and literacy, the arts, mathematics, physical activity and physical education, and social studies. The long range plan is aligned to ACEI standards related to understanding and applying pedagogical and professional content knowledge, skills, and dispositions. Individual candidate's proficiency levels specifically addressing the standards was not provided. An average score of 3.3, based on a 4 point scale, indicated candidates in total met the assessment requirements. The average score resulted from combining the seven candidates' proficiency scores over a three year period.

#### Assessment 4: ADEPT

Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions is evaluated using the ADEPT system during student teaching. ADEPT is aligned with institutional, INTASC, and ACEI standards. Data demonstrated candidates met this standard based on taking the scores of seven candidates over a three year period and averaging them together to get one single average in each of the ADEPT Performance standards. Thus, the range of proficiency levels achieved by individual candidates in relation to the ADEPT components was not available, nor was the criteria for determining if a candidate was at the beginning, developing, proficient, or accomplished level.

#### Assessment 6: Service Learning Senior Paper

The Service Learning Senior paper is a culminating activity, 120 clock hours of service over a four year period, focusing on working with children and families in community and school settings. Standards addressed through this assessment were general; average scores did not address the components of Standard 5 (5.1, 5.2, 5.3, and 5.4) or the candidates' individual proficiency levels.

#### Assessment 7: Video Analysis

The focus of this assessment was for candidates to develop the skills needed to analyze and critique their teaching. Data submitted, in the form of average scores, indicated candidates have the knowledge, skills and dispositions to work effectively with students. Proficiency levels of candidates were not given.

#### Assessment 8: Family Assessment Project

This revised assessment included twenty clock hours of field experiences and required candidates to identify a family with children, gather data about the family and reflect on using the data to plan and conduct instruction in elementary group settings. No data were available at this time.

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

#### Assessment 5: Teacher Work Sample

The Teacher Work Sample involved working with families and community agencies and provided evidence that candidates impact student learning. Again, an average score obtained from combining individual scores was given. The proficiency level of each individual candidate was not evident. Also, it was unclear as to which standards were addressed. For example, the Standard 5 category of standards includes individual standards 5.1 - 5.4.

## **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)**

Specific examples of program improvement based on analysis of data were not provided. The strengths and weaknesses of some standards were discussed, but no reference to program revisions were made.

**PART E - AREAS FOR CONSIDERATION**

**Areas for consideration**

Standards are met, even though there are some areas needing improvement. Assessment Data Tables did not distinguish different levels of candidate performance. Assessment data provided were an average of the seven candidates' proficiency scores from 2004 - 2007. This averaged score was not explicit enough to make judgments about the degree of success of candidate performance.

It could not be determined that specific program revisions were made based on analysis of data.

**PART F - ADDITIONAL COMMENTS**

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

The faculty are to be commended for their continued efforts to demonstrate candidate proficiencies to meet national standards. These efforts are noted.

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

**PART G - DECISIONS**

**Decision:**

- j<sub>n</sub> 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.
- j<sub>n</sub> 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.
- j<sub>n</sub> The program does not currently satisfy SPA requirements for national recognition. See below for details.

**Please click "Next"**

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