



# SCAECTE

---

## Newsletter

VOLUME 6, ISSUE 2  
January 2016

### CURRENT OFFICERS

Dr. Kelley White, President  
College of Charleston  
(843) 953-7372  
whitekm@cofc.edu

Dr. Reginald Williams, Vice-President  
South Carolina State University  
(803) 533-3805  
rwill19@scsu.edu

Dr. Chris Sacerdote, Treasurer  
Lander University  
(860) 539-2480  
csacerdote@lander.edu

Dr. Cathy Jones, Secretary  
Coastal Carolina University  
843-349-2356  
cjones1@coastal.edu

Ms. Tonya Misuraca, Membership  
Trident Technical College  
(843) 574-6934  
tonya.misuraca@tridenttech.edu

Dr. Lorraine DeJong  
Newsletter Editor  
Furman University  
(864) 294-3383  
lorraine.dejong@furman.edu



### SCAECTE Winter Meeting January 29, 2016

The South Carolina Association of Early Childhood Teacher Educators cordially invites you to attend:

**What:** The South Carolina Association of Early Childhood Teacher Educators (SCAECTE) Winter Meeting.

**When:** The Annual Conference of the South Carolina Early Childhood Association (SCECA), **January 29, 2016, 9:40-12:00**

**Where:** Columbia Convention Center Lexington B

### AGENDA

9:40 Welcome and Introductions

9:45 Guest Speaker, **Mary Hipp** – Changes to Early Childhood and Elementary Licensure



10:45 **SECOND ANNUAL SCAECTE RESEARCH SYMPOSIUM**  
(10 minute presentations each followed by 5 minutes for discussion)

• **Ashley Vaughns**, College of Charleston  
“Abrazos family literacy partnership: A community-based experience for pre-service early childhood teachers”



• **Reginald Williams**, South Carolina State University  
“A Shared Experience: The Poor State of Child Care Quality in rural predominantly African American Counties - A study on Assessment Trends”



• **Lorraine DeJong**, Furman University  
“The benefits of project based learning during student teaching”



11:30 Business Meeting and Working Group

11:50 Concluding Remarks



Kelley White

Happy New Year SCAECTE members! I hope you had a wonderful winter break and are ready to make 2016 your best year yet! Our organization has been busy as always!

In the fall of 2015, we invited **Tria Grant** from the State Department of Education to our annual fall meeting held in conjunction with the SCAEYC conference. Tria discussed Student Learning Objectives (SLOs), a new component of the teacher evaluation system used in our state. A Student Learning Objective (SLO) is an academic growth goal that an educator sets for his or her students. SLOs are monitored over the duration of time the students are with the teacher for instruction. Ms. Grant's presentation was informative and insightful and inspired many of us to brainstorm ways we could best prepare students for doing this work in their future as early childhood practitioners. For those who missed the meeting, you can find more information about SLO's here: <http://ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/slo/>

Looking forward, we are extremely excited about our annual winter meeting on January 29th held in conjunction with the SCECA conference in Columbia. **Mary Hipp**, the Director for the Office of Educator Services at SCDE, will join us to discuss potential changes to the grade span for licensure in Early Childhood and Elementary education. We think this could be an important meeting for members to hear about what's going on at the State department, and see how they might be involved in further discussion and advocacy around this issue.

We are also pleased to have several people presenting their research during our annual winter meeting following the success of our first annual research symposium in the winter of 2015. Please see the full agenda for the meeting within the newsletter for a list of presentation titles. We hope you will be able to join us.

To conclude, I want to thank you for all that you do. This continues to be an exciting time for the field of early childhood education both in our state and across the country and I appreciate all that you do to improve the lives of children and families through your teaching, research, and service. If there are things our organization can do to assist you in this work, please let us know.

Thank you.  
Kelley

### Angie Baum, USC Columbia New President Elect for NAECTE



At its annual meeting in November, 2015, Angie Baum was elected to the position of president-elect for NAECTE. Angie has served several roles within NAECTE over the past several years. While on the faculty at Ohio University, she served as a regional representative for Region 5. In the years since, she has served as Co-Chair of the Awards, Conference Proposals and Recruitment Committees. She was also recently selected to join the Editorial Board for NAECTE's journal, the *Journal of Early Childhood Teacher Education*.

As President-Elect, Angie will serve in an advisory capacity to the current President. Last semester, she served on the advisory committee for the selection of the new Editor for JECTE and in the future, she will take a leadership role in conducting elections. She will move into the position of President in November of 2017

Angie writes, "Over the years, NAECTE has played an important role in my development as an early childhood teacher educator. It is a fabulous forum for networking and sharing ideas and research in our field. I encourage early childhood teacher educators in our state to join at the national level. The JECTE journal (a membership benefit) is a very high-quality resource and the relationships you can foster at the national level are very valuable."

### Dates to Remember

#### SCAECTE Winter Meeting

January 29, 2016  
Columbia, SC

#### SCECA Annual Conference

January 28-30, 2016  
Columbia Convention Center  
Columbia, SC

#### SECA Annual Conference

February 11-13, 2016  
Tulsa, OK

#### NAEYC National Institute for Professional Development

June 5-8, 2016  
Baltimore, Md

## Early Childhood Teacher Educators

***Note from SCAECTE** - In case you have not seen this correspondence since it was written by Mary Hipp on Nov 14, 2015, the letter below describes information that may be helpful to all ECE faculty in our state to better understand where we currently stand with early childhood teacher certification in South Carolina. It led to our officers on the SCAECTE board to request Mary Hipp join us in Columbia at our winter meeting this coming January 29. This letter was sent to all South Carolina education deans and directors of teacher education and was encouraged to be shared with colleagues at all institutions as appropriate.*

Dear Colleagues:

The purpose of this message is to clarify the purpose of the South Carolina Department of Education's review of the grade span for certification in the area of Elementary Education and to correct any misinformation regarding this review. First and foremost, please know that the SCDE has made no proposal to alter the grade span for Elementary Education or Early Childhood Education. Any recommendation regarding revised certification grade spans will be determined only with input from stakeholders including both higher education faculty and school district personnel. In September of this year, Superintendent Molly Spearman asked staff in the Office of Educator Services to review the current grade span for Elementary Education. This request was prompted, in part, by several school districts that received accreditation findings for teachers certified in Elementary Education who had been assigned to teach first grade.

As part of this review, staff compiled information on the certification grade spans for all states in both Elementary and Early Childhood Education since there is often an overlapping of grade spans or, in some states, a certification grade span encompassing both areas. As you will note on the attached spreadsheet, South Carolina is the only state that certifies teachers in Elementary Education in Grades 2 – 6. Thirty-five states begin the Elementary grade span with Kindergarten, eleven begin the range with first grade, and three states begin the Elementary range with pre-Kindergarten. The most frequent grade span for Elementary Education nationally is K – 6.

Beginning with the State Board of Education meeting on December 9, 2015, the SCDE will seek to amend R.43-62 to move the approval process for areas of initial certification, add-on certification, endorsements, and specialized alternative certification pathways from the regulation to guidelines to be approved by the State Board of Education. The proposed amendments to this regulation do not include any change in the current certification grades spans for any area. Amending this regulation will allow for any changes in certification areas to go through the State Board approval process of several months rather than a year-long regulation change process with both the State Board and legislature. Another purpose in amending this regulation is to ensure that initial areas of certification go through an approval process. Currently, add-on areas must go through the State Board and legislature, but there is no formal process in place for the approval of the initial areas of certification that our state issues. The first reading version of the proposed amendments to R. 43-62 will be posted on the SCDE website prior to the next State Board meeting, and the public comment period will begin following State Board approval of the proposed regulation.

In January 2016, the Office of Educator Services will convene a workgroup to review the Elementary Education grade span. This group will be comprised of higher education faculty and school district personnel with expertise in both Early Childhood and Elementary Education. Any recommendation with regards to amending certification grade spans must be, as Superintendent Spearman has stressed, in the best interest of students and their instruction.

If the SCDE were to recommend a change in a certification grade span based upon feedback from this workgroup, the approval process could not begin until July 2016. Again, the timeline for and length of any approval process will depend upon whether proposed amendments to R.43-62 are adopted by the State Board and legislature.

I ask that you share the information in this message with colleagues and help correct any misinformation that the SCDE is changing the grade span for Early Childhood and Elementary Education. While we are reviewing the grade span for Elementary Education, there is not yet a proposal moving forward that will affect the certification grade spans for Elementary or any other area. No proposal will be put forward until after stakeholder input is received.

As always, I appreciate your work in preparing educators for South Carolina's classrooms and look forward to continued collaboration with you.

With regards,  
Mary

Mary Hipp, M.Ed. | Director, Office of Educator Services  
South Carolina Department of Education  
8301 Parklane Road  
Columbia, SC 29223  
(803) 896-0352 | phone (803) 896-0395 | fax  
mhipp@ed.sc.gov | e-mail www.ed.sc.gov | web



## Opportunities

### Newberry College GROW Symposium

March 4, 2016

Newberry College  
2100 College Street  
Newberry, SC 29108

The Newberry College RETAIN Center of Excellence and the Stella Senn Williams GROW Professional Development Program invites you to participate in the 4th annual GROW Symposium on the Newberry College campus Friday, **March 4, 2016**. This professional development day is designed to offer opportunities for Senior Education Majors to gain insight and practical advice on a variety of issues related to student teaching and the first years of teaching. We need you to help make this day a success for our upcoming teachers.

On the website, you will find a call for proposals to present a 45 minute session on a topic appropriate for new teachers. We encourage everyone to participate. We need seasoned teachers, administrators, district level personnel, and new teachers to share their resources and wisdom with symposium participants. We will give priority to new teachers that have emerged as teacher leaders and have strategies to share to other beginning teachers.

We are seeking proposals addressing the following strands: Current issues in education, classroom management, teacher retention, internship and induction, new teacher issues, and best practices and gimmicks that work. Proposals due by **February 1, 2016**. See attached proposal form for specific instructions.

For more information about the conference please see <http://www.retainsctechners.org/>



## Book Announcement

### *Planning and Administering Early Childhood Programs, 11th Edition*

Nancy K. Freeman, Celia Decker, John Decker



This is a comprehensive text that equips students to become a successful early childhood administrator. It begins by providing an overview of the field's history and addresses current issues such as factors that affect supply and demand as well as initiatives to enhance program quality, ensure affordability, and provide access to all children and families.

Next, it guides students through the process of identifying a program's core values and drafting mission and vision statements; addresses trends affecting the childcare workforce; and provides specific information related to recruiting, hiring, and retaining quality personnel.

It also addresses the administrator's role as the program's instructional leader including how s/he shapes developmentally and culturally appropriate curriculum, supports instruction, and child assessment practices as well as his/her role as a mentor and coach.

Other topics include planning and operating the facility; responsibilities related health, safety and nutrition; and guidance for managing the program's financing, marketing and the effective use of social media.

SCAECTE congratulates **Nancy Freeman**, Associate Professor Emeritus, USC on this new edition of her popular text on early childhood program administration!!!



**Department Heads:** Please notify Lorraine DeJong of new faculty to your Early Childhood Teacher Education Programs so that we can add their names and email addresses to our mailing list.

## Conference Presenters

Congratulation to South Carolina faculty who presented at the **2015 NAECTE Annual Conference** in Orlando, November 18, 2015

### Sandra Linder

Clemson University

*Examining changes in mathematical practices for Head Start and Early Head Start teachers.*



### Angela Baum and Michelle Clevenger (doctoral student)

University of South Carolina

*Play in kindergarten: Do pre-service teachers believe it belongs?*

### Faiza Jamil

Clemson University

*Teacher beliefs about STEAM education: Meaning & Measurement*



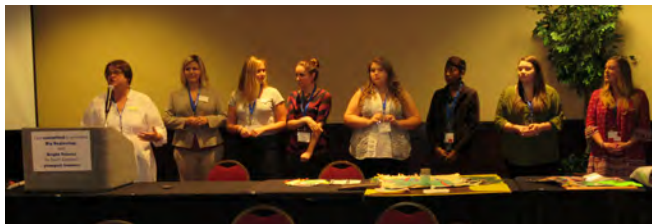
### Lorraine DeJong

Furman University

*Using the project approach during student teaching to support research on teacher effectiveness*



Students and Faculty from USC-Aiken, Anderson University, USC-Sumter, Furman University, Midland Tech, College of Charleston, Morris College, and Lander University participated in the student symposium and luncheon held during the **SCAEYC Conference** in Columbia on October 2, 2015.



Students from USC-Aiken (above) and Furman University shared teaching strategies and best practices from their early childhood teacher education programs at the SCAEYC Conference in Columbia in October.

## Play Conference

### *The Play Conference 2016: Rebooting Play*

*April 3-6, 2016*

*Clemson University Conference Center and Inn*



The latest research, initiatives and practices in the field of play will be presented at the play conference, which brings together play researchers, park and recreation professionals, educators, health scientists, landscape architects, business and community leaders,

psychologists, physicians and parents from across the globe.

In addition to the keynote speakers, the Play Conference 2016 includes "Play Talks," featured speakers, round tables, fireside chats & coffee talks, dozens of educational sessions, networking and collaboration opportunities, and, of course, PLAY!

Keynote speakers include noted scholar and author **Dr. Peter Gray**. Faculty from South Carolina colleges and universities are encouraged to attend, and students may participate at special rates.

For more information, contact **Stephanie Garst**, Executive Director at [spgarst@clermson.edu](mailto:spgarst@clermson.edu) or **Dee Stegelin**, Research and Education Facilitator at [dstegel@clermson.edu](mailto:dstegel@clermson.edu).

Here is a link to the Conference: <https://usplaycoalition.wordpress.com/the-play-conference-2016>.



SC Early Childhood faculty join **Tria Grant's** discussion on ADEPT and SLOs at the fall SCAECTE meeting in Columbia.

## Teaching Idea

During the month of September, students in my early primary methods class study social-emotional milestones of k-3rd grade students and ways teachers can support these milestones from day one in their classrooms. One way is through applying developmentally appropriate guidance models and strategies. We study a variety of guidance models including the Responsive Classroom that includes a resource, Denton, P. & Kriete, R. *The first six weeks of school*. Northeast Foundation for Children, Turner Falls: Ma.

As part of the Responsive Classroom, teachers spend the first few weeks of school helping students get acquainted, build class community, and establish class routines and procedures that will promote positive behaviors in young children. So in our class, for the first two weeks, pre-service teachers work in teams to study and create a variety of strategies the model supports including the following:

### Helping Children Get to Know Each Other

1. Class individual pictures- My first day of kindergarten
2. Student picture bingo
3. Making book marks with our favorite books on them.
4. Class puzzles- large and small with pieces that tell about each student
5. Class books- i.e. our school shoes- based on "Pet the Cat" Children's book
6. Name studies- using the children's books "The Name Jar" and "Chrysanthemum"- name writing or manipulative boards, name Venn diagrams, name counting graph, play dough name writing

### Helping Children Form Community

1. Take individual and class group pictures- place around classroom
2. Create class rules with students
3. Make class promise- everyone signs
4. Start an "I am a bucket filler" class visual - use to get children to identify daily or weekly ways they have been nice to classmates- Use Book "Have You Filled a Bucket?"
5. Create a class song that respects diversity
6. Use read-alouds to teach about friendship, emotional management, and/or respect for diversity
7. Make a family tree with everyone's family included
8. Make class stationary- photos of all students around the edges of paper

### Helping Children Establish and Follow Class Routines

1. Establish attendance strategies- name daily sign in
2. Turn taking sticks
3. Class job charts
4. Name tags for bathroom or center use
5. Teach and use a variety of musical, cognitive, and physical transitions
6. Establish a morning meeting routine into the daily schedule

After two weeks of working together to design and create activities that help build a caring and respectful community of young learners, over the years I have found that this teaching strategy also helps members of our class to bond with one another and form a happy and cohesive community too. This sets the stage for a great college semester and leaves students understanding how the positive social-emotional outcomes of feeling understood, accepted and invested can one day be developed in their students too when they become teachers!!

# Teaching Idea

## Samples of the Activities Students Create

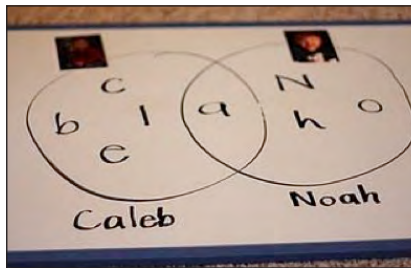


Pictures for the room



Names with playdough

Name puzzles and games



Creating attendance charts and Sign in Forms



Name picture and letter boards



Making "All about me" class puzzles



Classroom helper charts



Name study activities



Establishing classroom rules and promises



Reference for Content

## Update on CAEP and Program Reports

As early childhood teacher education faculty members in South Carolina, we take the quality of our higher education programs very seriously. We design the best because we want our candidates to graduate to become the best early childhood educators they can be for children birth to age 8. Many of us are familiar with (some of us more intimately) the NAEYC standards and guidelines used for establishing high quality programs. They outline what early childhood professionals should know and be able to do by the time they complete an associate, baccalaureate, and/or graduate degree program. New faculty interested in more information about these standards can access them in PDF format at [www.naeyc.org/caep/standards](http://www.naeyc.org/caep/standards).

How programs are evaluated for quality continues to grow and evolve each year. What follows below are our top 5 suggestions for making sure program reports present themselves in the best possible way for NAEYC reviewers to evaluate in 2016.

1. If grades in courses are used as an assessment, the program must follow CAEP guide lines for the construction of the assessment: <http://www.caepnet.org/accreditation/caep-accreditation/program-review-options/caep-program-review-national-recognition>
2. Make sure all rubrics for assessments are aligned with the SPA standards. Ideally, items in each rubric that are aligned with SPA standards should be aligned with elements of the standard (i.e. 3a, 3b, etc.) and not just the overall standard (3).
3. When a rubric addresses multiple standards, make sure that individual scored items (rubric rows) align with *individual standards* and not multiple standards (3a, 4b). Aligning individual rubric rows with multiple standards makes it more difficult for reviewers to determine which standard is being met, and leads to data that is less meaningful.
4. The rubrics for the assessments must identify *qualitative distinctions between levels of candidate performance*. Rubrics that rely on subjective qualifiers such as “most”, “somewhat”, “exceptional” or quantitative qualifiers such as “candidates will give more than 5 examples to show understanding” are not as easily understood as are rubrics that describe clear differentiated behaviors of what an evaluator would expect to see at each performance level.
5. Data tables should be align with the standards and be aggregated to display the number and percentage of candidates who scored at the different performance levels in each scored category.

For more information on compiling and submitting a program report to NAEYC for national accreditation, please contact the Higher Education Accreditation program staff at 1-800-424-2460 extension 8757.

For faculty interested in becoming a peer reviewer for associate and/or baccalaureate/advanced programs, please consult the NAEYC website at <http://www.naeyc.org/caep/resources/reviewer> for information about completing an application.

Submitted by Lorraine DeJong and Reginald Williams  
NAEYC Program Auditors for Higher  
Education Teacher Preparation





## SCAECTE

### SOUTH CAROLINA ASSOCIATION OF EARLY CHILDHOOD TEACHER EDUCATORS MEMBERSHIP APPLICATION

January 1, 2016 – December 31, 2016

SCAECTE 2015 membership gives you opportunities to stay informed and network with other teacher educators across the state, enjoy an annual luncheon and support special projects of the organization and early childhood teacher education within the State of South Carolina.

New Member    Renewal                      Date\_\_\_\_\_ Check Number\_\_\_\_\_

Name\_\_\_\_\_

Institution/Affiliation:\_\_\_\_\_

Mail to:    Home    Office                      Phone:\_\_\_\_\_

Address\_\_\_\_\_

City:\_\_\_\_\_ State:\_\_\_\_\_ Zip Code:\_\_\_\_\_

Country:\_\_\_\_\_

**PRINT Email Address:**\_\_\_\_\_

**SCAECTE ANNUAL DUES: \$10.00 for one year or \$25 for a three year membership**

**Mail** your completed membership form and dues payable by cash or **check made out to SCAECTE** and send to:

**Chris Sacerdote**  
Department of Teacher Education  
Carnell Learning Center LC 232  
320 Stanley Avenue  
Greenwood, SC 29649-2099

Questions about SCAECTE?

Please Contact: Kelley Mayer White, President (whitekm@cofc.edu)

**NATIONAL ASSOCIATION OF EARLY CHILDHOOD TEACHER EDUCATORS**  
**MEMBERSHIP APPLICATION**  
**January 1, 2016 – December 31, 2016 OR December 31, 2017**

New Member      Renewal      Date \_\_\_\_\_ Check Number \_\_\_\_\_

Name \_\_\_\_\_

Institution/Affiliation: \_\_\_\_\_

Phone: \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Country: \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

**NAECTE ANNUAL DUES: \$75.00; Dues for TWO years: \$140.00**

**Retired NAECTE Member dues: \$45.00**

**Graduate Student Dues: \$45.00** (Must be admitted and pursuing a degree.)

NAECTE occasionally rents its membership lists to promote products and services deemed of interest to our members. Revenues support NAECTE programs and activities. Check here if you do NOT wish to have your name included. \_\_\_\_\_

Mail your completed membership form and check made out to NAECTE to:

NAECTE  
Attn: William Mosier  
Wright State University  
Allyn Hall 339  
3640 Colonel Glenn Hwy.  
Dayton, OH 45435

NAECTE encourages you to support your state affiliate. For information about affiliates, please contact the NAECTE Board's Affiliate Representative, Janet Arndt, Gordon College, janet.arndt@gordon.edu.

To support the NAECTE Foundation (tax deductible organization), please include a separate check payable to NAECTE Foundation.