

NATIONAL RECOGNITION REPORT

Initial Preparation of Early Childhood Education Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for the Education for Young Children (NAEYC).

Cover Page

Name of Institution

University of Arkansas - Fort Smith

Date of Review

MM DD YYYY

07 / 15 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program covered by this Review

Early Childhood 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 **OR** Not nationally recognized [See Part G]

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:

Summary of Strengths:

The program has an overall focus on preparing candidates for licensure in PreK-4 in Arkansas. Candidates receive a basic education that prepares them in the areas of global and cultural perspectives, technology, analytical skills, ethics, and quantitative reasoning. Course content includes four hours of conversational Spanish. The Pathwise model which uses the INTASC guidelines as a foundation ensures that candidates receive systematic feedback in clinical settings. The focus on teacher education and use of data to change the program are strengths of the program. Additionally, the program has a strong emphasis on the child, with at least 3 different case studies. The program also has a strong observation-assessment-instruction component. Professionalism and reflective practice are strong themes throughout the assessments and the report shows evidence of a strong knowledge of and link to the standards throughout the program.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

The program indicates Assessments #1, #4, #5, and #6 provide evidence for Standard 1.

#1: Praxis II Early Childhood (0022) includes items that relate to content in the academic area of language and literacy, math, science, and social studies. The program has maintained a 100% pass rate as it switched from the 0021 test to the 0022 test in 2007. Praxis test 0021 provided subtests in the areas of child development, family and community, assessment, teacher effectiveness, and professionalism.

#4: Internship Assessment: Pathwise Formative Observation is a cumulative assessment of the internship experience. It is administered by supervisors who are trained to use the instrument. Child Development is measured by several items and the candidates scored within acceptable means on all items.

#5: Internship Case Study Assessment: Portfolio is a comprehensive, cumulative assessment that occurs at the end of the program. For this assessment, candidates assess 2 children (one with special needs and one child who is typically-developing) over a 3-4 week period (in the future, they will assess only 1 child) and use the results to plan instruction. The rubric is related to the standards and somewhat linked to the assignment. The data are disaggregated by standard, element, year, and level. The assignment

seems to measure all elements in Standard 1. The rubric assesses knowledge of child development, other influences, and teaching that reflects knowledge of child development found in Standard 1.

#6: Classroom Profile-Project provides candidates an opportunity to "...observe, interact, question, and work individually and in groups with children in the public school classroom. They then record observations over time in the form of a chart that is then analyzed and used to develop appropriate instruction and interaction to meet the needs of the children in the classroom. A plan of action is created, and results are documented." In a field experience (60 hrs – grades 1-4) candidates analyze a classroom (children) and use that information to design curriculum. The rubric is aligned with the standards and data are disaggregated by year, standard, and level. This addresses elements 1a and 1c, as candidates observe and work with young children.

Based upon the evidence provided, Standard 1 is Met.

Standard 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.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

The program indicates that Assessments #1, #2, #4, #6, #7, and #8 provide evidence for Standard 2.

#1: Praxis II Early Childhood Content Knowledge: The program has maintained a 100% pass rate as it switched from the 0021 test to the 0022 test in 2007. Praxis test 0021 provided subtests that indicated that the candidates were well prepared on NAEYC standards, but Praxis 0022 does not provide evidence of how well candidates are prepared to work with families.

#2: Diversity Case Analysis is designed to demonstrate candidate knowledge of support systems that meet the needs of children and their families. In 2007, 100% of the 31 candidates met or exceeded the target for 2a, 2b, and 2c. This pattern extended into 2008 when requirements for the project were aligned with NAEYC standards. Specifically, 100% of the 58 candidates who completed the courses in 2008 met or exceeded targeted requirements for 2a, 2b, and 2c.

#4 Internship Assessment: Pathwise Formative Observation is a cumulative assessment of the internship experience. The rubric is aligned with four domains, which seem to be somewhat related to NAEYC standards, although the alignment is just listed (not described clearly). The data are disaggregated by the Domain and presented as mean scores. The program stated that it intended to disaggregate data by candidate in the future. This assessment provides some evidence for 2b in terms of parent communication in Domain D.

#6 Classroom Profile-Project: In a field experience (60 hrs – grades 1-4) candidates analyze a classroom (children) and use that information knowledge to design curriculum. The rubric is aligned with the standards and data are disaggregated by year, standard, and level. This addresses elements 2b, supporting and building relationships with families.

#7 Longitudinal Child Observation: The case study provides an opportunity for candidates to demonstrate competency in observing and assessing one child within the context of the school. Although 75% of the candidates met the targeted goals, candidates were just at the target for items that meet

Standard 2 (2a-1.11 out of 2)(2b-1.06 out of 2).

#8 Parent Workshop: Candidates conducted a service learning project designed to meet the needs of parents of children in the local schools. Approximately 100% of the candidates met or exceeded the target with strength evident in the area of professionalism. The data are disaggregated by year, standard, and level. This assessment provides evidence for 2b and 2c.

Based upon the evidence provided, Standard 2 is Met.

Standard 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.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

The program indicates that Assessments #1, #3, #4, #5, #6, and #7 provide evidence for Standard 3.

#1 Praxis II (Early Childhood Content Knowledge): The program has maintained a 100% pass rate as it switched from the 0021 test to the 0022 test in 2007. Praxis test 0021 provided subtests that indicated that the candidates were competent in Standard 3, but Praxis 0022 does not provide evidence of how well candidates are prepared to evaluate children and use the results to change the program.

#3: Integrated Curriculum I (Unit) Candidates demonstrate their knowledge of pre-assessment, teaching, and post-assessment. They plan and teach a unit, using Oklahoma and Arkansas curriculum guidelines and their own assessment of children. The data are disaggregated by the 3-level rubric (which is linked to NAEYC elements), year, and level. Over a period of three semesters, candidates met or exceeded target goals on all items except #8 (Grouping).

#4 Internship Assessment: Pathwise Formative Observation (PFO) The PFO is a cumulative assessment of the internship experience. Candidates scored within acceptable range: #1(82%,92%, 75%), #2 (96%,89%, 97%), #3 (92%, 100%, 99%), #7 (100%, 100%, and 91%), #8 (60%, 89%, and 97%), and #12 (66%, 85%, and 83). The data are disaggregated by the Domain and presented as mean scores. The program stated that it intended to disaggregate data by candidate in the future. This assessment provides some evidence for 3b (under Domain C assessment tools are selected and used, and ongoing assessment is used during teaching).

#5: Internship Case Study(Portfolio) is a comprehensive, cumulative assessment that occurs at the end of the program. For this assessment, candidates assess 2 children (one with special needs and one child who is typically-developing) over a 3-4 week period and use the results to plan instruction. The data are disaggregated by standard, element, year, and level. The assignment seems to be a strong measure of 3b and 3c.

#6 Classroom Profile (Project): In a field experience (60 hrs – grades 1-4) candidates analyze children in a classroom and use that information knowledge to design curriculum. The rubric is aligned with the standards and data are disaggregated by year, standard, and level. This seems to be a strong assessment of 3b (use assessment tools to analyze classroom and children).

#7 Case Study: Candidates observe one child over a period of time. The rubric is aligned with standards and assignment, and the data are disaggregated by year, standard, and level. Although 75% of the candidates met the targeted goals, candidates were just at the target for items that meet Standard 3 (3c-1.00 out of 2)(3d-1.00 out of 2).

Based upon evidence provided, Standard 3 is Met.

Standard 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.

Met

Met with Conditions

Not Met

jn

jn

jn

Comment:

The program indicates that Assessments #1, #3, #4, #5, #6, #7, and #8 provide evidence for Standard 4.

#1: Praxis II: Early Childhood Content Knowledge: The focus of Praxis 0022 subsets is Language and Literacy, Mathematics, Social Studies, Science, Health and Physical Education, and the Creative and Performing Arts. The data are presented in mean scores by subscore and for 2007/2008 and 2008/2009 indicating competency in 4c, candidate knowledge of content.

#3 Integrated Curriculum I Unit: Candidates' ability to use assessment to inform instruction was assessed with data disaggregated by the 3-level rubric (which is linked to NAEYC elements), year, and level. This assessment measures 4b, 4c, and 4d as candidates plan and implement instruction and develop curriculum.

#4 Internship Assessment: Pathwise Formative Observation: The PFO is a cumulative assessment of the internship experience. The rubric is aligned with the domains, which seem to be somewhat related to NAEYC standards. The data are disaggregated by the Domain and presented as mean scores. The program stated that it intended to disaggregate data by candidate in the future. This assessment provides evidence for 4a (Content Knowledge – Domain A) and 4b Creating an Environment for Student Learning - Domain B).

#5 Internship Case Study Assessment Portfolio: The Portfolio is a comprehensive, cumulative assessment that occurs at the end of the program. The data were disaggregated and scores for items that support Standard 4 met and/or exceeded the targeted goals.

#6 Classroom Profile-Project: In a field experience (60 hrs – grades 1-4) candidates analyze a classroom and use that information knowledge to design curriculum. The rubric is aligned with the standards and data are disaggregated by year, standard, and level. This assessment provides evidence for 4a (candidates work with young children) and 4d (candidates design curriculum).

#7 Case Study: The case study provides an opportunity for candidates to demonstrate competency in observing and assessing one child within the context of the school. Although 75% of the candidates met the targeted goals, candidates were just at the target for items that meet Standard 4 (4c-1.06 out of 2).

#8 Parent Workshop: Candidates conducted a service learning project designed to meet the needs of parents of children in the local schools. 100% of the candidates met or exceeded the target for elements 4a and 4b.

Based upon the evidence provided, Standard 4 is Met.

Standard 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.

Met

Met with Conditions

Not Met

jⁿ

jⁿ

jⁿ

Comment:

The program indicates that Assessments #2, #3, #4, #5, #6, and #8 provide evidence for Standard 5.

#2: Diversity (Case Analyses) This assessment is designed to provide candidates with an opportunity to learn about the legal, ethical, and professional responsibilities involved in assisting and supporting families. In 2007, 100% of the 31 candidates met or exceeded the target for 5b. This extended into 2008 when requirements for the project were aligned with NAEYC standards. Specifically, 100% of the 58 candidates who completed the courses in 2008 met or exceeded targeted requirements for 5b.

#3 (Integrated Curriculum I Unit) The unit includes a requirement for Reflection (5c). The rubric is divided into tasks which list associated NAEYC standards. The data are disaggregated by the 3-level rubric (which is linked to NAEYC elements), year, and level. In 2008, approximately 98% of the candidates scored at or above target on this item.

#4 Internship Assessment(Pathwise Formative Observation): The PFO is a cumulative assessment of the internship experience. This assessment consists of 4 domains, which include Domain D – Teacher Professionalism. The rubric is aligned with the domains, which seem to be somewhat related to NAEYC standards. The data are disaggregated by the Domain and presented as mean scores. The program stated that it intended to disaggregate data by candidate in the future. This assessment measures 5a (professional identity) and 5d (candidate reflection).

#5 Internship Case Study (Portfolio): For this assessment, candidates assess two children and use the results to plan instruction. The rubric is related to the standards and somewhat linked to the assignment. The data are disaggregated by standard, element, year, and level. The assignment seems to be a strong measure of 5d (reflection and critical thinking).

#6 Classroom Profile-Project Candidates analyze children in a classroom and use that information knowledge to design curriculum. The rubric is aligned with the standards and data are disaggregated by year, standard, and level. This measures 5d (reflective practice).

#8 Parent Workshop Candidates conducted a service learning project designed to meet the needs of parents of children in the local schools. The rubric is somewhat aligned with the standards and assignment. The data are disaggregated by year, standard, and level. 100% of the candidates met or exceeded the target with strength evident in the area of professionalism. This assessment provides evidence for 5a (use professional literature), 5c (they collaborate on the project), and 5d (candidates analyze and reflect on the experience).

Based upon the evidence provided, Standard 5 is Met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessment #1: The Praxis test 0022 that is currently used to meet the licensure requirements in Arkansas measures candidates' content knowledge of language and literacy, mathematics, social studies, science, health and physical education, and creative and performing arts. Candidates also demonstrate their knowledge of content in Assessment #3 (Integrated Curriculum Unit) and Assessment #4 (Pathwise Formative Observation/Student Teaching Evaluation): Domain A – Organizing Content Knowledge for Student Learning.

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

Assessment #3 (Integrated Curriculum Unit) provides evidence of candidates' pedagogical skills, and candidates also demonstrate competencies in pedagogy through Assessment #4 (Pathwise Formative Observation/ Student Teaching Evaluation): Domain B – Creating an Environment for Student Learning.

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

Assessment #5 (Internship Case Study Portfolio) requires candidates to consider the impact of instruction upon two students.

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)

The program has made changes to their rubrics and anticipate making changes to the data tables to help them evaluate their program. Data will be disaggregated for Assessment #4 Pathwise Formative Observation in the future. The program also demonstrated the use of assessment data to strengthen candidate performance in a discussion of Assessment #5 where the program report stated "...we have determined that we will conduct item analysis of the case studies to determine if there are particular areas which cause some candidates some difficulties."

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The program's focus appears to be training teachers for elementary schools. Attention to infants/toddlers, preschool, or kindergarten is minimal.

PART F - ADDITIONAL COMMENTS

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

None.

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

None.

PART G - DECISIONS

Please select final decision:

jm 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. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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