

NATIONAL RECOGNITION REPORT

Preparation of Middle School Educators (2001 Standards)

Initial Teacher Preparation

NCATE recognition of this program is dependent on the review of the program by representatives of the Association for Middle Level Education (AMLE), formerly National Middle School Association (NMSA).

COVER PAGE

Name of Institution

University of Arkansas at Fort Smith

Date of Review

MM DD YYYY

08 / 01 /

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

Middle Childhood Education

Grade Level⁽¹⁾

4-8

(1) e.g. Early Childhood; Elementary K-6

Program Type

First Teaching License

Award or Degree Level

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program:

- 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:

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

Comments, if necessary, concerning Test Results:

Summary of Strengths:

Middle level course content and middle level clinical experiences are required in the program.
 Middle level faculty members have middle level teaching experience and expertise.

PART B - STATUS OF MEETING SPA STANDARDS

Middle Level Courses and Experiences. Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.

- | | | |
|----------------------------------|-----------------------|-----------------------|
| Met | Met with Conditions | Not Met |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comment:

Middle level course content and middle level clinical experiences are required in the program.

Qualified Middle Level Faculty. Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.

- | | | |
|----------------------------------|-----------------------|-----------------------|
| Met | Met with Conditions | Not Met |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comment:

Middle level faculty members have middle level teaching experience and expertise.

Standard 1. Young Adolescent Development. Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

- | | | |
|----------------------------------|-----------------------|-----------------------|
| Met | Met with Conditions | Not Met |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comment:

This standard is substantially met. However, program reviewers noted some difficulty in determining

how the pass rates for some assessments were determined. For example assessments 3 and 5 do not seem to provide complete descriptions for the scoring system used to determine overall pass rates.

Standard 2. Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Met Met with Conditions Not Met

Comment:

This standard is met based on aggregated data and other information provided in the program review report.

Standard 3. Middle Level Curriculum and Assessment. Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Met Met with Conditions Not Met

Comment:

This standard is met based on aggregated data and other information provided in the program review report.

Standard 4. Middle Level Teaching Fields. Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Met Met with Conditions Not Met

Comment:

This standard is met based on aggregated data and other information provided in the program review report.

Standard 5. Middle Level Instruction and Assessment. Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Met Met with Conditions Not Met

Comment:

This standard is met based on aggregated data and other information provided in the program review report.

Standard 6. Family and Community Involvement. Middle level teacher candidates understand the

major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Met

Met with Conditions

Not Met



Comment:

This standard is met based on aggregated data and other information provided in the program review report.

Standard 7. Middle Level Professional Roles. Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals

Met

Met with Conditions

Not Met



Comment:

This standard is met based on aggregated data and other information provided in the program review report.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessment data and other information provided in the program report document that middle level teacher candidates have content knowledge.

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

Assessment data and other information provided in the program report document that middle level teacher candidates understand and apply middle level pedagogical and professional content knowledge, skills, and dispositions.

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

This requirement is substantially met. However, program reviewers noted some difficulty in determining how the scoring system for Assessment 5: Effect on Student Learning – Intern/Teacher Work Sample documented middle level teacher candidates' effect on young adolescent learning. This should be clarified in the next program review cycle.

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)

Program faculty members continually review candidate performance data to improve the middle level teacher preparation program.

PART E - AREAS FOR CONSIDERATION

Areas for Consideration

None

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:

- National Recognition.** 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 mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** 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 another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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