

NATIONAL RECOGNITION REPORT

Initial Preparation of Social Studies Teachers (2004 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council for the Social Studies (NCSS).

COVER PAGE

Name of Institution

University of Arkansas - Fort Smith

Date of Review

MM DD YYYY

08 / 01 / 2014

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

History with Teacher Licensure

Grade Level⁽¹⁾

7-12

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

Program Type

Social Studies Education-History

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:

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

Comments, if necessary, concerning Test Results:

Summary of Strengths:

Identification and alignment of standards with candidates' performances in the assessments.

PART B - STATUS OF MEETING SPA STANDARDS

THEMES

Standard 1.1. Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

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

Comment:

Assessment 1: Praxis II scores include disaggregation of data and adequate performance aligned to Standards with the exception of 1.8 and 1.9.

Assessment 2: Under UA's newest curriculum plan, candidates are not required to take courses in Anthropology (1.1). While data was provided to show adequate performance and alignment to this point, there is no indication of a plan moving forward to ensure that this Standard will be met. Standards 1.2,1.3,1.4,1.5,1.6 1.7 & 1.10 have obviously aligned courses. 1.8 is reflected in HIST 4823, but assignment grades should be individually reported. They have a newly two required courses that will align but no report of grades. The geography course aligns with 1.9 and reports of data are clear and appropriate.

Assessment 3: Data are disaggregated and rubric are provided. The interpretation of the data is, however, confusing and makes reference to improvement against assessments for which data was not provided. The use of the data is the weakest part of the assessment.

Assessment 4: While each candidate does not teach to all of the standards, UA does provide evidence that they do teach to some of them. The aggregate table is confusing and it is not clear what it reveals -- how many candidates taught to all 10 standards or how well they did against each of them. They provide a rubric, but no scoring instrument.

Assessment 5: Although UA does identify the NCSS standards, their candidates employed the Pathwise evaluation instrument, a generic one. Data is disaggregated appropriately. The question is, does the data reveal candidate performance or the candidates' abilities to understand their effects on their students and reactions to that information?

Assessment 6: This assessment does reflect candidates content knowledge, particularly in reference to standard 1.2.

Standard 1.2. Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Met

Met with Conditions

Not Met



Comment:

See 1.1

Standard 1.3. People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Met

Met with Conditions

Not Met



Comment:

See 1.1

Standard 1.4. Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Met

Met with Conditions

Not Met



Comment:

See 1.1

Standard 1.5. Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Met

Met with Conditions

Not Met



Comment:

See 1.1

Standard 1.6. Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school

level for the study of power, authority and governance.

Met

Met with Conditions

Not Met



Comment:

See 1.1

Standard 1.7. Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

Met

Met with Conditions

Not Met



Comment:

See 1.1

Standard 1.8. Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Met

Met with Conditions

Not Met



Comment:

See 1.1

Standard 1.9. Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

Met

Met with Conditions

Not Met



Comment:

See 1.1

Standard 1.10. Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Met

Met with Conditions

Not Met



Comment:

See 1.1

2.0 SOCIAL SCIENCE DISCIPLINES

Standard 2.1. History. Candidates who are to be licensed to teach history at all school levels should

possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Met Met with Conditions Not Met Not Applicable

Comment:

Standard 2.2. Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Met Met with Conditions Not Met Not Applicable

Comment:

Standard 2.3. Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Met Met with Conditions Not Met Not Applicable

Comment:

Standard 2.4. Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Met Met with Conditions Not Met Not Applicable

Comment:

Standard 2.5. Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Met Met with Conditions Not Met Not Applicable

Comment:

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

Standard 3.1. Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Met



Met with Conditions



Not Met



Comment:

A social studies methods course is required.

Standard 3.2. Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

Met



Met with Conditions



Not Met



Comment:

University of Arkansas - Fort Smith is not a tenure granting institution. It does appear that supervising faculty have appropriate experience and expertise in Social Studies.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content.

Assessment 1: Praxis II scores include disaggregation of data and adequate performance aligned to Standards with the exception of 1.8 and 1.9.

Assessment 2: Under University of Arkansas - Fort Smith's newest curriculum plan, candidates are not required to take courses in Anthropology (1.1). While data was provided to show adequate performance and alignment to this point, there is no indication of a plan moving forward to ensure that this Standard will be met. Standards 1.2,1.3,1.4,1.5,1.6 1.7 & 1.10 have obviously aligned courses. 1.8 is reflected in HIST 4823, but assignment grades should be individually reported. The have a newly two required courses that will align but no report of grades. The geography course aligns with 1.9 and reports of data are clear and appropriate.

Assessment 6: This assessment does reflect candidates content knowledge, particularly in reference to standard 1.2.

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

In Assessment 3, while each candidate does not plan to all of the standards, the University of Arkansas - Fort Smith does provide evidence that all candidates do plan for some of them (Except Economics #1.7) Data are disaggregated and rubrics are provided. Their interpretation of the data is, however confusing and makes reference to improvement against assessments for which data was not provided. Their use of

the data is the weakest part of the assessment.

Assessment 4 reveals the while each candidate does not teach to all of the standards, they do teach to some of them. The aggregate table is confusing and it is not clear what it reveals -- how many candidates taught to all 10 standards or how well they did against each of them. They provide a rubric but no scoring instrument. In their analysis of their data, they seem to have some concerns about the reliability of their instrument rather than improvement of instruction.

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

For Assessment 5, the University of Arkansas - Fort Smith does identify the NCSS standards their candidates employed, but the Pathwise evaluation instrument is a generic one and not specific to the Social Studies. Data is disaggregated appropriately. The question is, does the data reveal candidate performance or the candidates' abilities to understand their effects on their students and and reactions to that information? In the Use of Assessments statement, they have a better description but it is not clear how that aligns to their instrument of evaluation.

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 University of Arkansas - Fort Smith does consider its data in the formation of their program. It is not clear, however, whether the planned changes are resulting from their analysis of their data or because of their upcoming, mandated, switch to edTPA next year. The program has acknowledged performance issues in some areas and courses. It will be important to define a plan to meet those perceived deficiencies.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

How will the program meet the requirements of 1.1 in the future with the loss of Anthropology? What specific steps are in place to improve performance in courses noted as weak?

PART F - ADDITIONAL COMMENTS

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

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

PART G - DECISIONS

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.