

NATIONAL RECOGNITION REPORT

Initial Preparation of English Language Arts Teachers (2003 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council of Teachers of English (NCTE).

COVER PAGE

Name of Institution

University of Arkansas - Fort Smith

Date of Review

MM DD YYYY

08 / 01 / 2016

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

English with Teacher Licensure

Grade Level⁽¹⁾

7-12

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

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:

- Yes
 No
 Not applicable
 Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

See previous report.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Met Met with Conditions Not Met

Comment:

Met in previous report.

Standard Category 2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Standard 2.1. Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Met Met with Conditions Not Met

Comment:

Standard 2.2. Candidates use ELA to help their students become familiar with their own and others' cultures.

Met Met with Conditions Not Met

Comment:

and collaboration with both faculty and other candidates.

Met

Met with Conditions

Not Met



Comment:

Standard 2.4. Candidates use practices designed to assist students in developing habits of critical thinking and judgment.

Met

Met with Conditions

Not Met



Comment:

Standard 2.5. Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

Met

Met with Conditions

Not Met



Comment:

Standard 2.6. Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

Met

Met with Conditions

Not Met



Comment:

Standard Category 3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

Standard 3.1. Candidates demonstrate knowledge of, and skills in the use of, the English language.

Met

Met with Conditions

Not Met



Comment:

Standard 3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Met

Met with Conditions

Not Met



Standard 3.3. Candidates demonstrate their knowledge of reading processes.

Met Met with Conditions Not Met

Comment:

Standard 3.4. Candidates demonstrate knowledge of different composing processes.

Met Met with Conditions Not Met

Comment:

Standard 3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Met Met with Conditions Not Met

Comment:

Standard 3.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Met Met with Conditions Not Met

Comment:

Standard 3.7. Candidates demonstrate knowledge of research theory and findings in English language arts.

Met Met with Conditions Not Met

Comment:

Standard Category 4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Standard 4.1. Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Met



Met with Conditions



Not Met



Comment:

Standard 4.2. Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

Met



Met with Conditions



Not Met



Comment:

Standard 4.3. Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Met



Met with Conditions



Not Met



Comment:

Standard 4.4. Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Met



Met with Conditions



Not Met



Comment:

Standard 4.5. Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

Met



Met with Conditions



Not Met



Comment:

Standard 4.6. Candidates engage students in critical analysis of different media and communications technologies.

Met



Met with Conditions



Not Met



Comment:

uses and purposes for language in communication.

Met

Met with Conditions

Not Met



Comment:

Standard 4.8. Candidates engage students in making meaning of texts through personal response.

Met

Met with Conditions

Not Met



Comment:

Standard 4.9. Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Met

Met with Conditions

Not Met



Comment:

Standard 4.10. Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

Met

Met with Conditions

Not Met



Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Evidence for content knowledge was found in Assessments 1, 2, 3, 6 and 7.

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

Evidence for candidate use of pedagogy was found in Assessments 3, 4, 5 and 6.

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

Evidence for impact on student learning was found in Assessments 4 and 5.

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)

Data have been provided as required by NCTE and CAEP SPA review.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

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

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.