

NATIONAL RECOGNITION REPORT

Initial Preparation of Foreign Language Educators

NCATE recognition of this program is dependent on the review of the program by representatives of the American Council on the Teaching of Foreign Languages (ACTFL).

COVER PAGE

Name of Institution

University of Arkansas - Fort Smith

Date of Review

MM DD YYYY

02 / 01 / 2016

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Bachelor of Science in Spanish with Teacher Licensure

Grade Level⁽¹⁾

Secondary, Grades 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]

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:

The reviewers commend the program on the test results of 100% pass rate.

Summary of Strengths:

Several faculty members attended an OPI workshop. This is commendable because it requires ample dedication from the staff. In addition, the program requires a study abroad stay in Latin America or Spain, especially for non-native speakers. Time and experience abroad will help candidates improve their language proficiency and interculturality. The program offers courses in all areas including second/foreign language education as well as a second language acquisition class. In addition the program is piloting the use of the ACTFL Assessment of Performance toward Proficiency in Languages as a benchmark to assist candidates in developing oral proficiency at the Advanced Low level.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Language, Linguistics, Comparisons.

Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency; (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

Met Met with Conditions Not Met

Comment:

Met in previous report (8-1-2014).

Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts.

Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Met Met with Conditions Not Met

Comment:

The program indicates that the following assessments address standard 2:

Assessment 1 (Praxis Exams for Spanish)
Assessment 2 (Capstone Project Presentation).
Assessment 3 (Planning for Instruction and Assessment).
Assessment 4 (Instructing and Engaging Students in Learning).

Assessments 1 and 2 provide evidence of meeting standard 2.

Assessments 3 and 4 are pedagogical in nature and do not apply to this standard. Nevertheless, data provided by Assessments 1 and 2 suffice in order for the program to meet standard 2.

Standard 3. Language Acquisition Theories and Instructional Practices.

Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

Met

Met with Conditions

Not Met



Comment:

The program indicates that the following assessments address standard 3:

Assessment 1 (Praxis Exams for Spanish),
Assessment 3 (Planning for Instruction and Assessment),
Assessment 4 (Instructing and Engaging Students in Learning),
Assessment 5 (EdTPA Assessment).

Assessment 1 provides partial evidence of meeting standard 3. Assessments 3, 4 and 5 provide additional information addressing this standard.

The previous National Recognition Report (8-1-2014) requested that the program "strengthen its assessments of candidates' understanding of second language acquisition." There are courses on Foreign/Second Language Teaching Methods as well as Second Language Acquisition.

Standard 4. Integration of Standards into Curriculum and Instruction.

Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language Learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

Met

Met with Conditions

Not Met



Comment:

The program indicates that the following assessments address standard 4:

Assessment 1 (Praxis Exams for Spanish),
Assessment 3 (Planning for Instruction and Assessment),

Assessment 4 (Instructing and Engaging Students in Learning),
Assessment 5 (EdTPA Assessment).

Assessments 3, 4 and 5 provide evidence for meeting this standard. The rubrics have been aligned with the ACTFL Standards and data have been provided from two applications of the assessment. In this regard Standard 4 has been met.

The assessments provide data to meet standard 4.

Standard 5. Assessment of Language and Cultures.

Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

Met

Met with Conditions

Not Met



Comment:

The program indicates that the following assessments address standard 5:

Assessment 1 (Praxis Exams for Spanish),
Assessment 3 (Planning for Instruction and Assessment),
Assessment 4 (Instructing and Engaging Students in Learning),
Assessment 5 (EdTPA Assessment).

See comments in standards 3 and 4.

Standard 6. Professionalism.

Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Met

Met with Conditions

Not Met



Comment:

The program indicates that the following assessments address standard 6:

Assessment 1 (Praxis Exams for Spanish),
Assessment 7 (Advocacy Paper).
Praxis II Exam provides partial information regarding standard 6.

This new report brings a second measure of data through Assessment 7.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Candidates achieved the required advance low on the OPI. Candidates also achieved appropriate scores on the Praxis II exam. Therefore, candidates knowledge of content suffices in this respect.

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

Assessments 3, 4 and 5 provide information of candidates' ability to understand and apply pedagogical and professional content knowledge.

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

Assessment 5 addresses candidates' effect on P-12 student learning.

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 taken steps to improve candidates' success on the Praxis II Spanish Content and the OPI. Since the Program uses edTPA for Assessments 3, 4 and 5, it has made a serious effort to apply the ACTFL Program Standards as well. Data for two assessments have now been provided in all assessments. The program is considering ways to provide candidates with assistance in developing oral proficiency (use of the AAPPL). In addition it has strengthened its course offerings in second language acquisition.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Congratulations to your program for having achieved National Recognition by ACTFL/CAEP. As a reward, please put the ACTFL and the CAEP icons on your program webpage, advising materials, and other promotional materials to signal the quality of teacher preparation your program provides.

For its next cycle of accreditation reporting in 3-7 years, the program should consider the following:

The rubrics and data in Assessments 3, 4, 5 should include in the elements column the number/letter of the ACTFL Program Standard and the title of the standard, as well as a brief description of it. In some rows of the rubrics and data tables the program does this but not in others.

From the faculty list it is not clear who teaches the foreign language methods course and the SLA courses. Reviewers assumed that the courses are taught by the writer of this report who is an expert in Second Language Acquisition and Foreign Language pedagogy. However, the faculty list designated two other faculty members as instructors of elementary and middle/secondary methods courses. In the next report, please clarify this point.

It would be helpful if a more active means could be found for engaging candidates in Professional Development (Standard 6). The Advocacy Paper does require candidates to discuss their participation, but the Program can perhaps develop an activity that more directly connects candidates with professional organizations.

PART F - ADDITIONAL COMMENTS

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.