

# NATIONAL RECOGNITION REPORT

## Preparation of Middle School Education Initial Teacher Preparation

NCATE recognition of this program is dependent on the review of the program by representatives of the National Middle Schools Association (NMSA).

### COVER PAGE

#### Name of Institution

Arkansas State University

#### Date of Review

MM DD YYYY

02 / 01 / 2009

#### This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

#### Program Covered by this Review

Middle Level Education

#### 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 [See Part G]
- Not nationally recognized

**Test Results (from information supplied in Assessment #1, if applicable)**

The program meets or exceeds an 80% pass rate on state licensure exams:

- j<sub>n</sub> Yes
- j<sub>n</sub> No
- j<sub>n</sub> Not applicable
- j<sub>n</sub> Not able to determine

**Comment:**

**Summary of Strengths:**

The middle level teacher preparation program includes specialized middle level courses and field experiences that focus directly on successfully teaching young adolescents. Program assessments align with NMSA Middle Level Teacher Preparation Standards.

**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
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

The middle level teacher preparation program includes specialized middle level courses and field experiences that focus directly on successfully teaching young adolescents.

**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
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

Program faculty members have middle level 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
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

This standard is met.

**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
jn	jn	jn

**Comment:**

This standard is substantially met. Student teaching data suggest this standard is met but it is unclear how Assessment 7 (Portfolio VI, MLED 3073) includes the philosophical foundations of middle level education.

**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
jn	jn	jn

**Comment:**

This standard is met.

**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
jn	jn	jn

**Comment:**

This standard is met.

**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
jn	jn	jn

**Comment:**

This standard is met.

**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
jn	jn	jn

**Comment:**

This standard is substantially met. Although MLED 3073 and other field experiences suggest candidates are being exposed to family and community issues, it is difficult to see where major concepts, principles, theories and research are integrated into their experiences.

**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  
jn                      jn                      jn

**Comment:**

This standard is met.

**PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

**C.1. Candidates’ knowledge of content**

Candidates’ knowledge of content is documented in the program review report.

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

In addition to assessments 3 and 4, which are very good, analysis of Praxis II sub-test scores suggest the program is concentrating on this area.

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

This requirement is met.

**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)**

Revisions have been made in the middle level teacher preparation program based largely on identified weaknesses discovered through the analysis of data.

**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:**

- 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.