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| **Assurance of Student Learning Report****2022-2023** |
| College of Education and Behavioral Sciences | School of Teacher Education |
| MAE Gifted Education Program #0482 |
| Sue Keesey, Director |
| ***Is this an online program***? [x]  Yes [ ]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [ ]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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| **Use this page to list learning outcomes, measurements, and summarize results for your program.** **Detailed information must be completed in the subsequent pages.** |
| **Student Learning Outcome 1:** Students will apply foundational concepts of gifted education including terminology, theories, and best practices. |
| **Instrument 1** | **Praxis II success**  |
| **Instrument 2** | **District Identification Plan (scored by rubric)** |
| **Instrument 3** | **Unit Plan (scored by rubric)** |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Students will actively advocate for gifted learners and are able to highlight best practices for use in their learning environment. |
| **Instrument 1** | **Unit Plan (scored by rubric)** |
| **Instrument 2** | **Advocacy Video (scored by rubric)** |
| **Instrument 3** | **Creativity/Leadership Project Reflection (scored by rubric)** |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Student Learning Outcome 3:** Students will use data from their learning environments to create programs that address the needs in their locations using research to support their activities. |
| **Instrument 1** | **Creativity/Leadership Project Reflection (scored by rubric)** |
| **Instrument 2** | **Capstone Project (scored by rubric)** |
| **Instrument 3** | **District Identification Plan (scored by rubric)** |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
| Our assessment data for students interacting in the MAE for Gifted and Talented Education show that performance exceeds the target scores with the exception of Praxis in each of the categories. However, the overall pass rate of Praxis is at 95%.Assessment Cycle:The SLOs do not match in Courseleaf as there are no SLOs listed in Courseleaf. |

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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Students will apply foundational concepts of gifted education including terminology, theories, and best practices. |
| **Measurement Instrument 1**  | **The Praxis II test for Gifted Education Endorsement measures the degree to which the student understands and can apply foundational concepts of gifted education. This test is required for state-wide endorsement in gifted education. The components of the test are Development and Characteristics of Gifted Students, Learning Environment for Gifted Students, Instruction of Gifted Students, Identification and Assessment of Gifted Students, and Professionalism.** |
| **Criteria for Student Success** | **Students are required to obtain a passing score on this exam and score no less than 70% on any individual component.** |
| **Program Success Target for this Measurement** | **90% on overall and 90% scoring 70% or higher of each component** | **Percent of Program Achieving Target** |  95% overall3 of 5 component categories are below 70% |
| Methods  | The number of students taking the Praxis II for 2022-23 was 19. The percentages of students scoring 70% or higher on each component are listed below:Development and Characteristics of Gifted Students: 63%Learning Environment for Gifted Students: 68%Instruction of Gifted Students: 79%Identification and Assessment of Gifted Students: 58%Professionalism: 74% |
| **Measurement Instrument 2** | **District Identification Plan**  |
| **Criteria for Student Success** | 3 out of 4 on rubric or 115 out of 150 points minimum |
| **Program Success Target for this Measurement** | **85%** | **Percent of Program Achieving Target** | **100%** |
| **Methods** | All students who completed GTE 539 for Summer 23 were included in these data (2 Cert., 2 MAE; 2 EDS) for a total of 6 students.  |
| **Measurement Instrument 3** | **Unit Plan** |
| **Criteria for Student Success** | Students scoring 80% or better are considered Masters of the standard |
| **Program Success Target for this Measurement** | **85%** | **Percent of Program Achieving Target** | **95%** |
| **Methods** | Students who completed GTE 537 for Spring 2023 and cohorts of students from Jefferson County, KY, and Fayette County, KY, were included in this sample. Number of students was 22 (14 Certificate, 4 MAE, 4 EDS, 0 Rank1, 0 undergraduate) |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. Highlight met or not met** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. We will review the assignments and assessment results annually to monitor student progress. As a part of the continuous improvement initiative, we will look for opportunities to ensure the courses provide the appropriate level of challenge for students. During the Fall/Spring/Summer, faculty will focus more on the following categories throughout the courses based on the lower areas of Praxis:Development and Characteristics of Gifted StudentsLearning Environment for Gifted StudentsIdentification and Assessment of Gifted StudentsFaculty in the Fall 23 term are updating the standards alignment for all of the assessments and realigning the rubrics. This work will be completed early fall term so that the revised rubrics can be used for 23-24 terms. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | Students will actively advocate for gifted learners and are able to highlight best practices for use in their learning environment. |
| **Measurement Instrument 1** | **Unit Plan** |
| **Criteria for Student Success** | **Students scoring 80% or better are considered Masters of the standard** |
| **Program Success Target for this Measurement** | **85%** | **Percent of Program Achieving Target** | **95%** |
| **Methods**  | Students who completed GTE 537 for Spring 2023 and cohorts of students from Jefferson County, KY, and Fayette County, KY, were included in this sample. Number of students was 22 (14 Certificate, 4 MAE, 4 EDS, 0 Rank1, 0 undergraduate) |
| **Measurement Instrument 2** | **Advocacy Video** |
| **Criteria for Student Success** | **Students will score a 3 - proficient or higher on this section of the rubric** |
| **Program Success Target for this Measurement** | **85%** | **Percent of Program Achieving Target** | **94%** |
| **Methods** | All students who completed PSY432G for the 2022-2023 academic year were included in the sample. A rubric that was created according to the SPA standards was used to score the project. There were 33 students enrolled (20 Certification only, 11 MAE, 1 Rank 1, 1 Undergrad).  |
| **Measurement Instrument 3** | **Creativity/Leadership Project teacher collaboration section** |
| **Criteria for Student Success** | **Students will score a 3 - proficient or higher on this section of the rubric and will not score a 2 or lower on any component.** |
| **Program Success Target for this Measurement** | **85%** | **Percent of Program Achieving Target** | **88%** |
| **Methods** | All students who were enrolled in GTE 540 Creativity and Leadership were included in this sample. All students who completed GTE 540 for the 2022-23 academic year were included in this sample. A rubric based on SPA standards was used to score this project. There were 8 students enrolled (1 Certification only, 4 MAE, 3 EdS).  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| **Given the rates of success on the assessments of this learning outcome, we will review the assignments and assessments annually to monitor student learning. As a part of the continuous improvement initiative, we will look for opportunities to ensure the courses provide the appropriate level of challenge for students.**  |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| **We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback.** |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | Students will use data from their learning environments to create programs that address the needs in their locations using research to support their activities |
| **Measurement Instrument 1** | **Creativity/Leadership Project Reflection (scored by rubric)** |
| **Criteria for Student Success** | **Students will score a 3 out of 4 or higher this component of the project rubric at a rate of 85% without receiving a 2 or lower on any single component.** |
| **Program Success Target for this Measurement** | **85%** | **Percent of Program Achieving Target** | **88%** |
| **Methods**  | All students who were enrolled in GTE 540 Creativity and Leadership were included in this sample. All students who completed GTE 540 for the 2022-23 academic year were included in this sample. A rubric based on SPA standards was used to score this project. There were 8 students enrolled (1 Certification only, 4 MAE, 3 EdS). |
| **Measurement Instrument 2** | **Capstone Project (scored by rubric)** |
| **Criteria for Student Success** | **Students will score a 3 out of 4 points on each rubric indicator at a rate of 85% proficient or higher on this component of the project rubric.** |
| **Program Success Target for this Measurement** |  **85%** | **Percent of Program Achieving Target** | **NA (no students enrolled in this course during 22-23** |
| **Methods** | No students were enrolled in TCHL 560 for the Teacher Leader pathway for MAE for Gifted Education for 2022-2023. No students were enrolled in the research pathway capstone EDU 599 for 2022-23. |
| **Measurement Instrument 3** | **District Identification Plan (scored by rubric)** |
| **Criteria for Student Success** | Students score a minimum of 3 of 4 points on each indicator on rubric at a rate of 85% and achieve an overall holistic score of at least 115 of 150 points at a rate of 85%. |
| **Program Success Target for this Measurement** | **85%** | **Percent of Program Achieving Target** | **100%** |
| **Methods** | All students who completed GTE 539 for Summer 23 were included in these data (2 Cert., 2 MAE; 2 EDS) for a total of 6 students.  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. The academic year of 2020-2021 was a bit unusual in that we had a large cohort of teachers from Jefferson County who had their own special course sections and teaching. We will continue to review the assignments and assessments annually to monitor student learning. As a part of the continuous improvement initiative, we will look for opportunities to ensure the courses provide the appropriate level of challenge for students.  |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback. Faculty will review this document in August 2024 along with the course assignments and rubrics to look for areas of improvement. Data will be reviewed again in December 2023 and May 2024 to determine if there is improvement based on changes made. |

Curriculum Map with Assessments Aligned to Student Learning Outcomes:

As we move forward into the 2023-24 school year, we are using these SLOs for alignment.  Our standards are also under revision for the 2022-23 school year.

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|   | SLO 1: Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity  | SLO 2: Professional Dispositions  | SLO 3: Data & Research driven decision making  | SLO 4: Integration of Technology  | SLO 5: Clinical Practice  |
| PSY432G  | I (assess) Advocacy Video –  | I (assess) Advocacy Video –  |   | I (assess) Advocacy Video –  |   |
| GTE 536  | I  | I  | I  | I  |   |
| GTE 537  | R (assess) Unit Plan  |   | R (assess) Unit Plan  |   |   |
| GTE 539  | D District Identification Plan  |   | D District Identification Plan  | D District Identification Plan  | D District Identification Plan –  |
| GTE 540  | D School Plan for Creativity / Leadership  |   | D School Plan for Creativity / Leadership  | D School Plan for Creativity / Leadership  | D School Plan for Creativity / Leadership  |
| GTE 636  | D  | D (assess) Critical Issues Research Paper  | D  |   |   |
| GTE 637  | D  | D  | D  |   |   |
| GTE 538 (Practicum)   | M (assess) PRAXIS  | M  | M (assess) PRAXIS  |   | M  |

Rubric for GTE 539 District Plan Review:

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| **PSY 432G Advocacy Final Project Rubric** |
|  | **Novice (1)** | **Developing (2)** | **Competent (3)** | **Distinguished (4)** |
| **Content 75%** |  |  |  |  |
| **Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents. Standard 1.2** | Did not state the needs of gifted students. | Stated Needs of gifted students but lacking references to research. | Clearly state a few key needs of gifted students with references to research. | Clearly state multiple needs of gifted students with references to research |
| **Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions. Standard 2.1** | Did not address the unique social and academic needs | Discussed the unique social and academic needs of gifted students. Did not provide strategies for support. | Emphasized the unique social and academic environmental needs of gifted students and strategies to engage students. | Provided multiple research-based aspects regarding student social and academic needs and how the classroom environment impacts these needs. |
| **Beginning gifted education professionals use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills. Standard 2.2** | Did not address motivation or did not provide recommendations. | Addressed motivation and provided recommendations but did not reference research. | Addressed motivation and provided research-based recommendations of ways to support motivation | Provided multiple research-based aspects regarding student motivation and evidenced based recommendations to nurture intrinsic motivation. |
| **Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains Standard 3.2** | Did not recommend any strategies for modifications. | Recommended strategies to enhance creativity, acceleration, depth, or complexity for modifications but did not reference research. | Recommended a single strategy that focuses on creativity, acceleration, depth, and complexity in specific subjects for appropriate learning modifications based on research. | Recommend multiple strategies that focus on creativity, acceleration, depth, and complexity in specific subjects for appropriate learning modifications based on research. |
| **Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents. Standard 5.5** | Did not provide reasoning or methodology for instructional strategies that could be used to support the social/emotional needs of gifted students. | Provided reasoning and/or methodology for several instructional strategies that could be used to support the social/emotional needs of gifted students however did not cite research. | Provided reasoning and/or methodology for several instructional strategies that could be used to support the social/emotional needs of gifted students based on research. | Provided the reasoning and the methodology for several instructional strategies that could be used to support the social/emotional needs of gifted students based on research. |
| **Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring. Standard 6.5** | Did not advocate for the needs of gifted students throughout the presentation. | Advocated for the needs of gifted students however most information was personal opinion. | Provided advocacy for the needs of gifted students throughout the presentation by combining facts and personal opinion. | Provided strong advocacy for the needs of gifted students throughout the presentation by using facts and information. |
| **Beginning gifted education professionals apply elements of effective collaboration. Standard 7.1** | Presentation lacked elements of collaboration. | Presentation attempted collaboration. | Presentation used some elements of effective collaboration as shown in research. | Presentation used multiple elements of effective collaboration as shown in research. |
| **Beginning gifted education professionals serve as a collaborative resource to colleagues. Standard 7.2** | Presentation did not show a willingness to collaborate with other teachers. | Presentation showed a weak to reach out to other teachers. | Presentation showed a willingness to collaborate with other teachers. | Presentation demonstrated a strong willingness to collaborate with other teachers. |
| **Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and****collaborators. Standard 7.3** | Presentation does not show opportunities for collaboration with parents and teachers. | Presentation shows limited opportunities for collaboration and/or only focuses on the school setting. | Presentation shows some opportunities for collaboration with parents and teachers in limited settings. | Presentation shows many opportunities for collaboration with parents and teachers in multiple settings. |
| **Presentation 15%** |  |  |  |  |
| **Professional Design (7.5%)** | Graphics, visuals, and/or font are lacking creating a very amateurish presentation. | Graphics, visuals, and/or fonts show some aspect of quality but need much more work. | Graphics, visuals and fonts are good quality and contribute to the presentation. | Graphics, visuals and font are designed at a high level of quality. |
| **Communication is Clear (7.5%)** | Voice over or recording is unintelligible, cannot understand what is being said. | Speech has so many errors as to be confusing. | Narration is clear. Speaker made 1-2 errors. | Narration is clear and to the point. Message is easy to understand. |
| **Creativity 10%** |  |  |  |  |
| **Content (5%)** | Presented content directly from other resources | Presented some original thoughts and understanding regarding the content | Presented original understandings of the content | Presented individual insight and original understanding that brings new light to the content |
| **Presentation (5%)** | Presentation lacks any individual personality expression. | Some individuality is expressed in the presentation but seems mostly to come from a template or other source. | Individual personality is seen in the presentation. | Authentic, individual personality is expressed in the presentation. |

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| **GTE 540 Final Project Rubric** |
|  | **Excellent** | **Proficient** | **Developing** | **Needs Improvement** |
| **3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.**  | 50 (25.00%)Expected outcomes of the teacher collaboration are research-based and tie with NAGC/CEC standards for programs and demonstrate how they will improve talent development. | Points:42.5 (21.25%)Expected outcomes of the teacher collaboration are research-based and tie with NAGC/CEC standards for programs. | Points:32.5 (16.25%)Expected outcomes of the teacher collaboration are missing either research support ties with NAGC/CEC standards for programs. | Points:0 (0.00%)Expected outcomes lack research support and ties with NAGC/CEC standards for programs. |
| **6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.** | Points:50 (25.00%)Collaboration plans are research-based, follow principles of effective collaboration and demonstrate an understanding of the general education teachers' needs. | Points:42.5 (21.25%)Collaboration plans are research-based and follow principles of effective collaboration. | Points:32.5 (16.25%)Collaboration plans are missing either research support or following principles of effective collaboration. | Points:0 (0.00%)Collaboration plans are missing research support and following principles of effective collaboration |
| **6.4 Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.** | Points:50 (25.00%)Reflection clearly states needs for further professional learning with evidence of how this will translate into more effective practice and indicates plans for obtaining the required professional learning. | Points:42.5 (21.25%)Reflection clearly states needs for further professional learning with evidence of how this will translate into more effective practice. | Points:32.5 (16.25%)Reflection is missing needs for further professional learning or is lacking evidence of how this will translate into more effective practice. | Points:0 (0.00%)Reflection is missing needs for further professional learning. |
| **Survey Results** | Points:10 (5.00%)Survey responses are included with multiple graphics to accurately reflect important areas or trends in the responses. | Points:8.5 (4.25%)Survey responses are included and graphics accurately reflect the responses. | Points:6.5 (3.25%)Survey responses are included. Graphic does not accurately reflect the responses. | Points:0 (0.00%)Survey responses and graphics are missing. |
| **Writing & Grammar**  | Points:20 (10.00%)Writing is exceptional and at a professional level. | Points:17 (8.50%)Less than 3 writing/grammar errors are noted | Points:13 (6.50%)More than 4 writing/grammar errors are noted. | Points:0 (0.00%)Enough writing/grammar errors exist to make reading difficult. |
| **Research and APA** | Points:20 (10.00%)More than 10 scholarly references are used. APA formatting of citations and references follows required standards. | Points:17 (8.50%)At least 8 scholarly references are used. APA formatting of citations and references follows required standards. | Points:13 (6.50%)Less than 8 scholarly references are used or APA format of citations and references is not evident. | Points:0 (0.00%)No scholarly references are used. |

**Scoring Guide : TCHL 560**

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|  | **Beginning****(1)** | **Developing****(2)**  | **Proficient****(3)** | **Distinguished****(4)** |
| **The AR Project identifies a problem and relates it to no fewer than 3 Kentucky Teacher Standards** | The Project identifies a problem area related to the candidates’ work but it does not relate to the Kentucky Teacher Standards.  | The Project identifies a problem area related to the candidates’ work but it only relates to 1 or 2 Kentucky Teacher Standards. | The Project identifies a problem area related to the candidates’ work and to no fewer than 3 Kentucky Teacher Standards. | The Project identifies a problem area related to the candidates’ work and it relates to 4 or more Kentucky Teacher Standards. |
| **The AR Project conducts an extensive and relevant review of the literature related to the problem area identified** | The AR Project conducts a review of the literature related to the problem area identified but it is not extensive and/or relevant. | The AR Project conducts a relevant review of the literature related to the problem area identified but it only includes 6-9 current resources. | The AR Project conducts an extensive ( at least 10 current sources) and relevant review of the literature related to the problem area identified . | The AR Project conducts an extensive (more than 10 current sources) and relevant review of the literature related to the problem area identified. |
| **The AR Project defines an educationally relevant, focused problem that will be studied, designs an appropriate study, and acquires IRB approval for the study.**  | The AR Project defines a problem that is not relevant, methodology designed is inappropriate, OR does not acquire IRB approval for the study**.** | The AR Project defines a problem that is only somewhat relevant, OR methodology is only generally appropriate**.** Study acquires IRB approval. | The AR Project defines an educationally relevant, focused problemthat will be studied, designs appropriate methodology, with triangulation, and acquires IRB approval for the study**.** | The AR Project defines an educationally relevant, focused problemthat will be studied, designs appropriate methodology, with triangulation, and acquires IRB approval for the study**.** The study demonstrates potential for further research by the candidate. |
| **The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to interpret findings.** | The AR Project collects data that somewhat defined by the methodology and begins to analyze data to interpret findings. | The AR Project collects data defined by the methodology and begins to analyze data to interpret findings. | The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to interpret findings. | The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to cogently interpret findings. |
| **The AR Project produces appropriate written and oral presentations of the outcomes of the study representing interpretations of the project’s data along with logical next steps.** | The AR Project produces incomplete written and oral presentations of the outcomes of the study, OR interpretations of the project’s data are incomplete or limited. | The AR Project presentations are generally appropriate and complete, but lacking a thorough discussion of the outcomes of the study or lacking clear interpretations of the project’s data or logical next steps. | The AR Project produces appropriate interpretations of research data with the relationship to other relevant research findings about the same problem discussed along with logical next steps. | The AR Project produces comprehensive written and oral interpretations of research data with the relationship to other relevant research findings about the same problem discussed along with logical next steps. |
| **TOTAL POINTS POSSIBLE = 20** | **TOTAL POINTS EARNED:**  | **\_\_\_\_\_\_\_\_\_\_\_/20** |
| **NOTE TO STUDENTS:**  After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:* Holistic Score of 1 = Analytic Rubric Score Range 5-7
* Holistic Score of 2 = Analytic Rubric Score Range 8-12
* Holistic Score of 3 = Analytic Rubric Score Range 13-17
* Holistic Score of 4 = Analytic Rubric Score Range 18-20

Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 18 or above on this analytic rubric, the highest score you will receive in the EPS is still “3”. |

**Rubric – Unit for GTE 537**

Adapted from *National Association for Gifted Children Curriculum and Instruction Division Rubric for Rating Outstanding Curriculum - Revised* (available here: <https://www.nagc.org/sites/default/files/Network_Newsletters/NAGC_CS_Curriculum_Rubric_2014.pdf>) and the *NAGC-CEC Teacher Preparation Standards in Gifted Education* (available here: <http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf>)

|  | Beginning | Developing | Proficient | Exemplary |
| --- | --- | --- | --- | --- |
| NAGC-CEC TPSGE 3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents. |
| Nature of Differentiation | Assessment data, including preassessments, are not used to create open-ended activities in the unit that allow for students’ differing needs; the data are interpreted incorrectly. The data collected do not relate to the activities; or activities do not allow for students’ differing needs. | Assessment data, including preassessments, are used to create open-ended activities in the unit that allow for students’ differing needs. | Assessment data, including preassessments, are used to create open-ended tasks that provide student support through one or more of the following adjustments: pace, depth, breadth, level of abstraction, level of complexity, degree of generalizability, or talent development. | Assessment data, including preassessments, are used to create activities and assignments throughout the unit that accommodate the learning needs of high achieving students, including adjustments to content, process, AND product based on student readiness, interest, and learning profile. |
| NAGC-CEC TPSGE 5.1 Beginning gifted education professionals know principles of evidence-based differentiated and accelerated practices, and possess a repertoire of instructional strategies to enhance the critical and creative thinking problem-solving, and performance skills of individuals with gifts and talents. |
| Opportunities for Talent Development | The unit includes one or two of the activities listed below. | The unit includes at least three of the activities listed below. | The unit includes at least three of the activities listed below AND data from these activities are used to drive future instructional decisions within the unit. | The unit uses more than three of the activities listed below, uses data from these activities to drive future instruction AND includes student self-reflection on how tasks impacted theirlearning/perception of self as a learner. |
|  | * Opportunities to accelerate beyond same age peers.
* Opportunities to express or develop creative thinking skills.
* Opportunities for students to engage in some activities aligned with their individual strengths, preferences, or interests.
* Opportunities to foster the connection between unit activities and potential career fields, leadership opportunities, or real-world applications.
* Opportunities to interact with role models, community resources, mentors, or professionals in the field.
* Opportunities to explore advanced content in that field.
* Opportunities to acquire the skills, methodologies, and dispositions of the practicing professional in that field.
* Opportunities to investigate real-world problems and to develop authentic products and services in that field.
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| NAGC-CEC TPSGE 3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.NAGC-CEC TPSGE 3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately. |
| Learning Activities | Learning activities within the unit attempt to support different learning profiles and preferences yet fall short. | Learning activities within the unit support different learning profiles and preferences. | Learning activities throughout the unit allow teachers to support students’ different learning profiles and readiness levels. | Learning activities within the unit provide opportunities for student-centered, problem-based/real world application learning. |
| Instructional Strategies | The instructional strategies are described and provide opportunities for students to become aware of concepts and methodologies. | The instructional strategies are described and provide opportunities for exploration of concepts and methodologies. | Instructional strategies require students to use concepts and methodologies in a product to demonstrate learning. | Instructional strategies require students to apply concepts and methodologies to address a real world problem. |
| Student Product and Assignments | One or two options for student projects or assignments are described. The majority of the assignments involve recall. | A minimum of three different options for student projects or assignments are described. The majority of these assignments involve convergent thinking, recall, and practice. | Different kinds of student products or assignments are described that are embedded in the lesson plans. These assignments are open-ended and allow for personal interpretation and/ or accommodate varying levels of expertise. | Different kinds of student products and open-ended assignments are described, including the development of student-driven, creative products or the development of products related to real-world applications or problem solving. |
| Resource and Level of Student Engagement with Materials | Secondary information sources to support student learning are provided. Information sources are limited in type and number. | Primary and secondary information sources to support student learning are provided. | Students are engaged with print and non-print materials, i.e., books, video tapes, audio tapes, hands-on materials, software, Internet sources. | Students engage with resources that are authentic to the discipline/field of the unit. Students find and use appropriate resources to answer questions and solve problems authentic to the discipline/field of the unit. |
| Assessment of Learning | Student assessment is limited to one type. Evaluation data are not used for future instruction or are used incorrectly. | Student assessment is limited to paper and pencil evaluation instruments (i.e., tests, quizzes). Evaluation data are considered in regard to future instruction. | Student assessment includes at least two approaches to evaluation design, such as student portfolios, observational checklists of student behaviors, paper/pencil evaluation, product evaluation, or self/peer evaluation with evaluation data being used to drive future instruction. | Student assessment includes at least three different evaluation measures including, for example, student portfolios, observational checklists of student behaviors, product evaluation, or self or peer evaluation. Assessment data are used to monitor student growth, provide student feedback, allow for student self-reflection, and/or to differentiate content or instruction. |
| NAGC-CEC TPSGE 2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions. |
| Curricular Components | The curriculum unit contains 10 or fewer lessons, with each lesson describing a couple of the instructional elements below. Lessons lack connection to theme, clear sequencing, and/or grouping strategies. | The curriculum unit contains 10 lessons, with each lesson describing the some of the instructional components below; the lessons may be connected by topic or theme but are not clearly sequenced.  | The curriculum unit contains 10 lessons, with each lesson describing the majority of the instructional components below; the lessons are clearly sequenced and aligned to support learners. At least two grouping strategies are used. | The curriculum unit contains 10 lessons, with each lesson describing all of the instructional components below; the lessons are clearly sequenced and aligned to support learners; and the lessons encourage product choices. A variety of grouping strategies are used. |
|  | * Standards and objectives
* Background/previous knowledge/skills required of students
* Materials and resources
* Details of learning experiences, including differentiation strategies, grouping, physical breaks, multicultural curriculum elements, and estimated timing

Assessment |
| NAGC-CEC TPSGE 3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels. |
| Interdisciplinary Unit Course Overview | The course overview lacks organization via a graphic organizer, universal theme, connections to other disciplines, and/or lesson description. | The course overview attempts to communicate the organization of content in the unit (including many of the lessons) and/or the universal theme and/or content connections among various disciplines. | The course overview, in a graphic organizer, communicates the organization of content in the unit (including the majority of the lessons) and the universal theme with a few content connections among various disciplines. | The course overview, in a graphic organizer best suited to the unit, clearly communicates the organization of content in the unit (including all 10 lessons) and the universal theme with content connections among various disciplines. |
| NAGC-CEC TPSGE 6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice. |
| Reflection | Reflection does not address all three areas: content, unit creation, and self as a learner. Reflections are not supported with examples and details. | Reflection addresses these questions: What standards were used to guide the development of your unit? What connections can you make between what you have learned by completing this project and previous learning? In what ways could you improve your product? How did the amount of effort affect your learning about the content and creating the product? | Reflection includes the standards used to guide the development of this product, connections to previous learning and questions raised for future learning;improvements made over other times the product was created as well as suggestions for improvements when creating the same product in a future learning experience; and includes analysis of self as a learner, including effort, work habits, and thought processes. | Reflection analyzes and evaluates connections to previous learning and standards, and projects insightful future connections; analyzes and evaluates the product components in light of past and future creations of the same product; and includes analysis of self as a learner and project how changes to the process would increase capacity as a learner. |