| **Assurance of Student Learning Report**  **2023-2024** | | |
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| College of Education and Behavioral Sciences | | School of Teacher Education |
| Gifted and Talented Ed. Certifcate #1764 | | |
| Sue Keesey, Director | | |
| ***Is this an online program***? ☒ 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)** | |

| **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 data literacy concepts and strategies. (Students will apply foundational concepts of gifted education including terminology, theories, and best practices.) | | | |
| **Instrument 1** | **Praxis II success** | | |
| **Instrument 2** | **Gifted Education Unit Plan (scored by rubric)** | | |
| **Instrument 3** | **Advocacy Video (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 exhibit data analysis skills. (Students will actively advocate for gifted learners and are able to highlight best practices for use in their learning environment.) | | | |
| **Instrument 1** | **Gifted Education Unit Plan (scored by rubric)** | | |
| **Instrument 2** | **Underrepresented Students in Gifted Education Project (scored by rubric)** | | |
| **Instrument 3** | **Gifted Unit Implementation and Reflection – Capstone Project (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 exhibit proficiency in research methods. **(**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** | **Gifted Education Unit Plan (scored by rubric)** | | |
| **Instrument 2** | **Underrepresented Students in Gifted Education Project (scored by rubric)** | | |
| **Instrument 3** | **Gifted Unit Implementation and Reflection – Capstone Project (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 certificate 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 100%.  Assessment Cycle:  The SLOs do not match in Courseleaf as there are no SLOs listed in Courseleaf. | | | |

| **Student Learning Outcome 1** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Students will apply data literacy concepts and strategies. (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 pass rate and 90% scoring 70% or higher average score for each of 5 components** | | **Percent of Program Achieving Target** | **100% overall pass rate.**  **5 of 5 component categories are above 70%** | |
| **Methods** | The number of students taking the Praxis II for this report was 18. We included 100% of students in this sampling. The percentages of students scoring 70% or higher on each component are listed below:  Development and Characteristics of Gifted Students: 71.95%  Learning Environment for Gifted Students: 78.05%  Instruction of Gifted Students: 77%  Identification and Assessment of Gifted Students: 77.22%  Professionalism: 74.57% | | | | | | |
| **Measurement Instrument 2** | **Gifted Education Unit Plan** | | | | | | |
| **Criteria for Student Success** | **3 out of 4 or above on rubric for each of 6 indicators** | | | | | | |
| **Program Success Target for this Measurement** | | **85% or above for each of the indicators** | | **Percent of Program Achieving Target** | | **5 of the 6 indicators had a rate of 85% or above;**  **1 indicator was at 83%** | |
| **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 18. There were 6 indicators with the following success rate:  Curricular Components (CEC 3.1) – 100%  Curricular Components (CEC 2.3, 3.1) – 94%  Differentiation (CEC 3.3) – 100%  Career Education (CEC 5.4) – 94%  Assessment of Learning (CEC 4.3) – 100%  Unit Evaluation (CEC 4.4) – 83% | | | | | | |
| **Measurement Instrument 3** | **Advocacy Video** | | | | | | |
| **Criteria for Student Success** | **Students will score a minimum of 3 (proficient) on a 4-point rubric.** | | | | | | |
| **Program Success Target for this Measurement** | | **85% or above for each indicator** | | **Percent of Program Achieving Target** | | **9 of the 12 indicators had a rate of 85% or above;**  **3 indicators were below 85%** | |
| **Methods** | All students who completed PSY432G for the 2023-2024 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 9 students completing the course assessment (of the 11 enrolled, 3 Certification only, 3 Gifted MAE, 2 Gifted Certificate, 3 MAE Advanced Teacher Leader).  The skills measure were:  –use understanding of development and individual differences to respond to the needs of individuals with gifts and talents. Standard 1.2 – 100%  –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 – 100%  –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. – 67%  –use instructional strategies that enhance the affective development of individuals with gifts and talents. Standard 5.5 – 100%  –advance the profession by engaging in activities such as advocacy and mentoring. Standard 6.5 – 100%  –apply elements of effective collaboration. Standard 7.1 – 78%  –serve as a collaborative resource to colleagues. Standard 7.2 – 100%  –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 – 67%  –Professional Design – 100%  –Communication is Clear – 89%  –Content – 100%  –Presentation – 100% | | | | | | |
| **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** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results:**  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.  Praxis results were higher than the past year. We believe we are integrating better focus on identification of gifted students into our courses.  **Conclusions**:  We provided more emphasis on identification of gifted students, which helped with raising lower performance areas of the Praxis.  **Plans for Next Assessment Cycle:**  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 Students  Learning Environment for Gifted Students  Identification and Assessment of Gifted Students  Faculty in the Fall 24 term are continuing to update the standards alignment for all of the assessments and realigning the rubrics per the CEC Initial Practice-Based Professional Preparation Standards for Gifted Educations, March 2024. This work will be completed early fall term so that the revised rubrics can be used for 24-25 terms. | | | | | | | |

| **Student Learning Outcome 2** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | Students will exhibit data analysis skills. (Students will actively advocate for gifted learners and are able to highlight best practices for use in their learning environment.) | | | | | | |
| **Measurement Instrument 1** | **Gifted Education Unit Plan** | | | | | | |
| **Criteria for Student Success** | **3 out of 4 or above on rubric for each of 6 indicators** | | | | | | |
| **Program Success Target for this Measurement** | | | **85% or above for each of the indicators** | | **Percent of Program Achieving Target** | **5 of the 6 indicators had a rate of 85% or above;**  **1 indicator was at 83%** | |
| **Methods** | Students who completed GTE 537 for Spring 2024 and cohorts of students from Jefferson County, KY, and Fayette County,  KY, were included in this sample. Number of students was 18. There were 6 indicators with the following success rate:  Curricular Components (CEC 3.1) – 100%  Curricular Components (CEC 2.3, 3.1) – 94%  Differentiation (CEC 3.3) – 100%  Career Education (CEC 5.4) – 94%  Assessment of Learning (CEC 4.3) – 100%  Unit Evaluation (CEC 4.4) – 83% | | | | | | |
| **Measurement Instrument 2** | **Underrepresented Students in Gifted Education Project (scored by rubric)** | | | | | | |
| **Criteria for Student Success** | **Students will score a minimum of 3 (proficient) on a 4-point rubric.** | | | | | | |
| **Program Success Target for this Measurement** | | **85% or above for each indicator** | | **Percent of Program Achieving Target** | | **N/A – data will be collected in Fall 2024** | |
| **Methods** | All students who complete GTE 536 in Fall 2024 will be included in this data with the following indicators:   * Communicate professional learning needs and engage in activities to improve overall knowledge of and effectiveness with students with gifts and talents. * Practices are guided by standards, ethical principles, and legal policies and procedures relevant to diverse populations of students with gifts and talents. * Align identification instruments and selection procedures to state requirements for gifted services and programs, domains served within the district, evidence-based practices, and student characteristics. * Candidates use norming, reliability and validity data, and information related to minimizing bias in selecting and interpreting assessments to identify and guide all students with gifts and talents, including those from traditionally underrepresented populations. * Reflection | | | | | | |
| **Measurement Instrument 3** | **Gifted Unit Implementation and Reflection – Capstone Project (scored by rubric)** | | | | | | |
| **Criteria for Student Success** | **Students will score a minimum of 3 (proficient) on a 4-point rubric.** | | | | | | |
| **Program Success Target for this Measurement** | | **85% or above for each indicator** | | **Percent of Program Achieving Target** | | **N/A – data will be collected in Summer 2024** | |
| **Methods** | All students who complete GTE 538 in Fall 2024 will be included in this data. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results:**  Given the rates of success on the assessments of this learning outcome we will continue to teach as planned.  The Gifted Education Unit Plan from GTE 537 involves the assessment cycle and aligns to data analysis with formative and summative assessments.  The students plan and eventually implement in the following class/practicum the Gifted Education Unit, providing an authentic experience.  **Conclusions**:  We provided more emphasis on identification of gifted students, which helped with raising lower performance areas of the Praxis.  With the Identification Comparision assignment, the students analyze data in multiple ways, which is an improvement to our assessments for our program.  **Plans for Next Assessment Cycle:**  Faculty in the Fall 24 term are continuing to update the standards alignment for all of the assessments and realigning the rubrics per the CEC Initial Practice-Based Professional Preparation Standards for Gifted Educations, March 2024. This work will be completed early fall term so that the revised rubrics can be used for 24-25 terms.  For the Underrepresented Students in Gifted Education Project (scored by rubric) from GTE 536 and the Gifted Unit Implementation and Reflection – Capstone Project (scored by a rubric) for GTE 538 will be collected starting this summer 24 and fall 24.  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. | | | | | | | |

| **Student Learning Outcome 3** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | Students will exhibit proficiency in research methods. (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** | **Gifted Education Unit Plan** | | | | | | |
| **Criteria for Student Success** | **3 out of 4 or above on rubric for each of 6 indicators** | | | | | | |
| **Program Success Target for this Measurement** | | | **85% or above for each of the indicators** | | **Program Success Target for this Measurement** | **5 of the 6 indicators had a rate of 85% or above;**  **1 indicator was at 83%** | |
| **Methods** | Students who completed GTE 537 for Spring 2024 and cohorts of students from Jefferson County, KY, and Fayette County,  KY, were included in this sample. Number of students was 18. There were 6 indicators with the following success rate:  Curricular Components (CEC 3.1) – 100%  Curricular Components (CEC 2.3, 3.1) – 94%  Differentiation (CEC 3.3) – 100%  Career Education (CEC 5.4) – 94%  Assessment of Learning (CEC 4.3) – 100%  Unit Evaluation (CEC 4.4) – 83% | | | | | | |
| **Measurement Instrument 2** | **Underrepresented Students in Gifted Education Project (scored by rubric)** | | | | | | |
| **Criteria for Student Success** | **Students will score a minimum of 3 (proficient) on a 4-point rubric.** | | | | | | |
| **Program Success Target for this Measurement** | | **85% or above for each indicator** | | **Percent of Program Achieving Target** | | **N/A – data will be collected in Fall 2024** | |
| **Methods** | All students who complete GTE 536 in Fall 2024 will be included in this data with the following indicators:   * Communicate professional learning needs and engage in activities to improve overall knowledge of and effectiveness with students with gifts and talents. * Practices are guided by standards, ethical principles, and legal policies and procedures relevant to diverse populations of students with gifts and talents. * Align identification instruments and selection procedures to state requirements for gifted services and programs, domains served within the district, evidence-based practices, and student characteristics. * Candidates use norming, reliability and validity data, and information related to minimizing bias in selecting and interpreting assessments to identify and guide all students with gifts and talents, including those from traditionally underrepresented populations. * Reflection | | | | | | |
| **Measurement Instrument 3** | **Gifted Unit Implementation and Reflection – Capstone Project (scored by rubric)** | | | | | | |
| **Criteria for Student Success** | **Students will score a minimum of 3 (proficient) on a 4-point rubric.** | | | | | | |
| **Program Success Target for this Measurement** | | **85% or above for each indicator** | | **Percent of Program Achieving Target** | | **N/A – data will be collected in Summer 2024** | |
| **Methods** | **All students who complete GTE 538 in Fall 2024 will be included in this data.** | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results:**  Given the rates of success on the assessments of this learning outcome we will continue to teach as planned.  The Gifted Education Unit Plan from GTE 537 involves the assessment cycle and aligns to data analysis with formative and summative assessments.  The students plan and eventually implement in the following class/practicum the Gifted Education Unit, providing an authentic experience.  **Conclusions**:  We provided more emphasis on identification of gifted students, which helped with raising lower performance areas of the Praxis.  With the Identification Comparision assignment, the students analyze data in multiple ways, which is an improvement to our assessments for our program.  **Plans for Next Assessment Cycle:**  Faculty in the Fall 24 term are continuing to update the standards alignment for all of the assessments and realigning the rubrics per the CEC Initial Practice-Based Professional Preparation Standards for Gifted Educations, March 2024. This work will be completed early fall term so that the revised rubrics can be used for 24-25 terms.  For the Underrepresented Students in Gifted Education Project (scored by rubric) from GTE 536 and the Gifted Unit Implementation and Reflection – Capstone Project (scored by a rubric) for GTE 538 will be collected starting this summer 24 and fall 24.  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. | | | | | | | |

Curriculum Map with Assessments Aligned to Student Learning Outcomes:

As we move forward into the 2024-25 school year, we are using these CAEP SLOs for alignment with CEC.  Our rubrics are also under revision for the 2022-23 school year.

| **Gifted Education** | **RA1.1 - Generic Skills and Abilities** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Evidence (course)** | \*a. Data Literacy | b. Research Methods | \*c. Data Analysis | d. Collaborative Activities | e. Technology Applications | f. Professional Dispositions |
| Certificate 1764/End. 132 Courses: |  |  |  |  |  |  |
| PSY 432G | [Advocacy Video](https://docs.google.com/document/d/1bCwYRmbhO8gWha5Ij8D1y03PkLFG25VceN1zSLcE-p0/edit?usp=sharing) |  |  | Advocacy Video | Advocacy Video | Advocacy Video |
| GTE 536 | [Underrepresented Students in Gifted Education Project](https://docs.google.com/document/d/1g745JcV2lXQY6d9_4bENkfG9Kmfi3-9XSMJBEPhlEDM/edit?usp=sharing) | Underrepresented Students in Gifted Education Project | Underrepresented Students in Gifted Education Project | Underrepresented Students in Gifted Education Project |  |  |
| GTE 537 | [Gifted Instructional Unit](https://drive.google.com/file/d/1U8UgBKCMs9Y9yTtkomNuDUR7qkea_onO/view?usp=sharing) |  |  |  |  | Gifted Instructional Unit |
| GTE 538 | [Gifted Unit Implementation -- Reflection](https://docs.google.com/document/d/1PeyxbfOJ3lWhrKQY8cSUZMpDycI3puGe2RBcbBXCR4U/edit) |  | Gifted Unit Implementation (Pre Test) |  |  | Gifted Unit Implementation |

GTE 536

| **Element/Standard Assessed** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| **1.1 Communicate professional learning needs and engage in activities to improve overall knowledge of and effectiveness with students with gifts and talents.**  **20 points** | Product provides little to no discussion of unique circumstances and needs of an underrepresented group of high potential/gifted students in the school/district; inaccurate or incomplete information; shallow understanding of this population; no discussion of implications for teaching or school role  11 points | Product shows some understanding of unique circumstances and needs of an underrepresented group; makes generalizations without support; mostly correct information; minimal information shared; few implications for teaching or school role provided  14 points | Product provides detailed exploration of unique circumstances and needs of an underrepresented group; generalizes findings using sources; accurate and complete information shared; discusses several implications for teaching or school role and responsibilities  17 points | Product elaborates on unique circumstances and needs of a special population; generalizes findings using sources; accurate and thoroughly detailed; complex understanding and deep probing of content; robust discussion of numerous implications for teaching or school role and responsibilities  Creativity evident in relation to product and presentation  20 points |
| **1.3 Practices are guided by standards, ethical principles, and legal policies and procedures relevant to diverse populations of students with gifts and talents.**  **20 points** | Product does not make a strong connection between standards, ethical principles, legal policies, and recommended practices for finding and serving high potential students from diverse populations.  11 points | Product references CEC Standards, the Gifted and Talented Regulation and the needs of high potential students from diverse populations when sharing recommended practices  14 points | Product connects CEC Standards, the Gifted and Talented Regulation and the needs of high potential students from diverse populations when sharing recommended practices.  17 points | Product strongly connects CEC Standards, the Gifted and Talented Regulation and the needs of high potential students from diverse populations when sharing recommended practices.  20 points |
| **4.1 Align identification instruments and selection procedures to state requirements for gifted services and programs, domains served within the district, evidence-based practices, and student characteristics.**  **20 points** | Minimal mention of identification instruments, selection procedures, state requirements, evidence-based practices, or student characteristics  11 points | Product includes information about some but not all of the following:  identification and selection procedures, alignment to state requirements; evidence-based practices, student characteristics  14 points | Provides detailed information about identification and selection procedures, alignment to state requirements; evidence-based practices, and student characteristics  Provides examples of services that could be offered to respond to the specific characteristics of students  17 points | Provides detailed and thorough information about identification and selection procedures, alignment to state requirements; evidence-based practices, and student characteristics.  Develops a plan for how to implement a service that is not currently offered at the school. Includes personnel and resources needed.  20 points |
| **4.2 Candidates use norming, reliability and validity data, and information related to minimizing bias in selecting and interpreting assessments to identify and guide all students with gifts and talents, including those from traditionally underrepresented populations.**  **20 points** | No mention of formal/informal assessments that minimize bias in identifying underrepresented students  11 points | Names and describes one or two research-based formal/informal assessments that minimize bias in identifying students who have been underrepresented in gifted education programs and services  14 points | Names and describes multiple research-based formal/informal assessments that minimize bias in identifying students who have been underrepresented in gifted education programs and services  17 points | In addition to naming and describing research-based formal/informal assessments that minimize bias, develops a plan for obtaining one of these instruments and administering it in the teacher’s school  20 points |
| **Reflection**  **20 points** | Little to no mention of connections between this product and previous learning; no discussion of ways to improve product; and/or no analysis of self as learner  11 points | Describes connections to previous learning; discusses ways to improve product; analyzes effect of effort on learning content and creating product  14 points | Connects to previous learning and questions raised for future learning; describes improvements made over previous creation of same or similar product; discusses suggestions for improvements; includes analysis of self as a learner, including effort and work habit  17 points | Analyzes and evaluates connections to previous learning and projects insightful future connections; analyzes and evaluates the product components in light of past and future creations of same or similar product; includes analysis of self as a learner and suggests improvements  20 points |

| **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. |

**Rubric – Unit for GTE 537**

WKU GTE 537 Key Assessment **Interdisciplinary Thematic Unit Rubric**

Adapted from the 2024 *CEC Initial Practice-Based Professional Preparation Standards for Gifted Educators* (K-12)

|  | Beginning | Developing | Proficient | Exemplary |
| --- | --- | --- | --- | --- |
| Curricular  Components  (CEC 3.1) | The curriculum unit contains 10 or fewer lessons. Lessons lack connection to a universal theme, and/or do not integrate multiple disciplines, and/or do not utilize structures of the disciplines and tools related to the lessons’ content area(s). In addition, they are not clearly sequenced. | The curriculum unit contains 10 lessons. The lessons may be connected by universal theme, integrate multiple disciplines, and utilize structures of the disciplines and tools related to the lessons’ content areas, but they are not clearly sequenced. | The curriculum unit contains 10 lessons. The lessons may be connected by universal theme, integrate multiple disciplines, and utilize structures of the disciplines and tools related to the lessons’ content areas. They are clearly sequenced and aligned to support learners. | The curriculum unit contains 10 lessons. The lessons are clearly  connected by universal theme,  integrate multiple-disciplines, and utilize structures of the disciplines and tools related to the lessons’ content areas. In addition, they are clearly sequenced and aligned to support learners. |
| Curricular  Components  (CEC 2.3, 3.1) | Lessons lack culturally responsive  resources, materials, and activities such that learning experiences are not  meaningful and challenging for all learners. | In a lesson or two, culturally responsive resources, materials, and activities are utilized so learning experiences are meaningful and challenging for some learners. | In some lessons, culturally responsive resources, materials, and activities are utilized so learning experiences are meaningful and challenging for each learner. | Throughout the unit, culturally  responsive resources, materials, and activities are utilized so learning experiences are meaningful and challenging for each learner. |
| Differentiation (CEC 3.3) | The activities in the unit provide for student choice. However, the activities are not matched to students based on assessment data. | Differentiated activities are utilized in the unit to accommodate the learning needs of high achieving students but only adjustment one of the following is used: content, process, or product. The differentiation is not closely tied to assessment data. | Differentiated activities based on assessment data, including  preassessments, are utilized in the unit to accommodate the learning needs of high achieving students, including adjustments to content, process, or product based on student readiness, interest, or learning profile.  Appropriate grouping to facilitate differentiation is utilized. | Differentiated activities based on assessment data, including  preassessments, are utilized  throughout the unit to accommodate the learning needs of high achieving students, including adjustments to content, process, AND product based on student readiness, interest, and learning profile. Appropriate grouping to facilitates differentiation. |
| Career  Education (CEC 5.4) | Learning activities within the unit do not have a clear tie to real-world skills. | Learning activities within the unit provide opportunities for students to explore careers or develop  communication skills. | Learning activities within the unit provide opportunities for students to explore careers or develop real-world communication skills. | Learning activities within the unit provide opportunities for students to explore careers and develop real-world communication skills. |
| Assessment of Learning  (CEC 4.3) | The unit includes some assessments but they do not measure learner progress and/or content acquisition. | For some lessons, assessments are used to measure learner progress and content acquisition. | Throughout the unit, appropriate assessments are used to measure learner progress and content  acquisition. | Throughout the unit, appropriate assessments are used to measure learner progress and content  acquisition. Assessments are  differentiated for students based on data. |
| Unit Evaluation (CEC 4.4) | There is an attempt to assess the  effectiveness of the unit. | The unit is assessed for effectiveness using multiple data points. | The unit is assessed for effectiveness using multiple data points and sources of information. | The unit is assessed for effectiveness in serving gifted and talented students using multiple data points and sources of information. |

**CEC Standard Initial Practice-Based Professional Preparation Standards for Gifted Educators (2024)**

• 2.3. Candidates apply their understanding of how diversity influences the characteristics, learning, and development of students with gifts and talents and design meaningful and challenging learning experiences.

• 3.1. Candidates organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels to support culturally responsive curriculum by applying knowledge of the role of central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach. • 3.3. Candidates modify the general or select, modify, or design the specialized curriculum to produce and implement advanced content and culturally responsive curriculum with fidelity by understanding that diverse students with gifts and talents demonstrate a wide range of advanced knowledge and performance levels.

• 4.3. Candidates select, adapt, and/or create classroom assessments that are valid measures of learner progress and content acquisition of curriculum differentiated to meet the needs of students with gifts and talents.

• 4.4. Candidates use qualitative and quantitative data and multiple sources to evaluate the effectiveness of the curriculum, services, and programs for students with gifts and talents. • 5.1. Candidates select from a repertoire of evidence-based instructional strategies to differentiate, accelerate, and enrich the curriculum and address the diversity of students with gifts and talents by using knowledge of each student’s interests, strengths, needs, and data.

• 5.4. Candidates provide career education, mentorships, and internships and develop communication skills that prepare students for creative and productive careers in a global, multicultural society by using knowledge of each student’s interests, strengths, and needs.

Draft of GTE 538 Rubric for Gifted Unit Implementation and Reflection:

| **NAGC/CEC Standard Assessed** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- | --- |
|  | **1 point** | **2 point** | **3 points** | **4 points** |
| **Lesson Planning** | | | | |
| **Understanding Student Background 1.1** understands how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents | Lists one or two ways that culture, economic status, family background, and/or area of disability influenced the learning of practicum students with gifts and talents. Minimal description is provided. | Describes three or four ways that culture economic status, family background, and/or area of disability influenced the learning of practicum students with gifts and talents. A few specific examples and details are provided. | Provides a discussion of multiple ways that language, culture, economic status, family background, and/or disability influenced the learning of practicum students with gifts and talents. Items such as student work samples and teacher observation notes support this discussion. | Provides a robust discussion of multiple ways that language, culture, economic status, family background, and/or disability influenced the learning of practicum students with gifts and talents. Shares additional insights gained from readings and implications for teaching. |
| **Respond to Student Needs 1.2** use understanding of development and individual differences to respond to the needs of individuals with gifts and talents | Minimal discussion of individual differences and needs; Lists one or two ways of responding to individual differences of students with gifts and talents. | Some discussion of individual differences and needs of gifted students; Describes three or four ways to anticipate responding to the needs of gifted practicum students. | Detailed exploration of individual differences and needs of gifted students; Complete descriptions of multiple ways to anticipate responding to the needs of gifted students. Lesson plan change documents showing multiple differentiation strategies are included. | Robust discussion of individual differences and needs of gifted students; Well-elaborated descriptions of multiple ways to anticipate responding to the needs of gifted students. Includes detailed recommendations for when the students return to school. |
| **Creating a community 2.1:** Creates safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions. | There is minimal mention of icebreakers or specific classroom setup that would encourage the feeling of a safe environment. | Describes at least one opportunity for students to engage in positive interaction to build a safe community. | Describes two or three opportunities for students to engage in positive interaction to build a safe community. Explains how to deliberately engage students in ways to celebrate individual differences. | Thoroughly describes multiple opportunities for students to create safe, inclusive, culturally responsive learning environments. Describes how this environment supports gifted students’ engagement in rigorous learning activities. |
| **Planning to use Technology 5.2**: Applies appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents. | There is minimal mention of using technology to assess, plan, or deliver instruction. | Explains how technology will be used in assessment, planning, or delivering instruction. | Explains how technology will be used in assessment, planning, or delivering instruction and how students use technology in a meaningful way. | Explains with detailed examples how multiple opportunities are provided for students to engage with technology for assessment, learning, and for sharing what they have learned. |
| **Planning for social and emotional needs 5.5:** Uses instructional strategies that enhance the affective development of individuals with gifts and talents. | There is minimal indication of consideration for the psychosocial and social needs of the students. | Briefly describes the social and emotional needs of gifted students and how to respond appropriately to demonstrations of overexcitabilities, perfectionism, and other common psycho/social issues. | Provides a detailed description of the social and emotional needs of gifted students and a basic explanation of instructional strategies that enhance the affective development of gifted students. | Robust discussion of the social and emotional needs of gifted students and a thorough description of instructional strategies that enhance the affective development of gifted students. Shares additional insights gained from readings and implications for teaching. |
| **Planning the overall unit 3.1:** Understands the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and uses their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels. | Minimal description of unit organization.  Reflection includes one or more of the following:  A theme (may not be universal), minimal connection to other disciplines as well as tools of inquiry and a learning progression that are not well developed. | Brief description of unit organization. Reflection includes a universal theme, a few connections to other disciplines, tools of inquiry, and a meaningful learning progression but they are not well developed. | Complete description of unit organization. Reflection includes why the universal theme was selected, shows several connections to other disciplines, tells how tools of inquiry are used, and explains the learning progression in detail. | Very thorough description of unit organization. Reflection includes why the universal theme was selected, shows important connections to other disciplines, tells how tools of inquiry are used, and explains the learning progression in detail. Insights gained and implications for teaching are shared. |
| **Planning for differentiation 3.2:** Designs 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. | There is minimal evidence of planning for differentiation. | Indicates pre-assessment is given but does not indicate how this information will be used to impact the lessons. | Describes ways lessons were differentiated based on knowledge of GT student characteristics and assessment results. Lesson plan change documents and/or student work samples are included. | Describes in detail the ways lessons were differentiated based on knowledge of GT student characteristics and assessment results. Insights gained and implications for teaching are shared. |
| **Pre-Assessment 3.3:** Uses assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents. | Minimal mention of assessments to guide differentiation to challenge gifted and talented students. | Brief description of assessments that were planned to guide differentiation but minimal examples of the use of assessments are provided. | Complete description of assessments how assessment data, including preassessments, are used to create open-ended tasks that vary one or more of the following: pace, depth, breadth, level of abstraction, level of complexity, degree of generalizability. | Robust discussion of how assessment data, including preassessments, are used to create open-ended tasks that vary one or more of the following: pace, depth, breadth, level of abstraction, level of complexity, degree of generalizability  Insights gained and implications for teaching are shared. |
|  |  |  |  |  |
| **Assessment** 4.2: Uses knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents | Reflection is missing one or more of the following:  Explanation of how assessments were differentiated, how assessments were used to monitor progress, how adjustments were made to lesson plans | Reflection includes an explanation of how assessments were differentiated, how assessments were used to monitor progress, and how adjustments were made to lesson plans. Explanations lack depth and/or complexity of thought. | Reflection includes a thorough explanation of how assessments were differentiated to ensure that above-level performance was assessed as well as evidence assessments were used to monitor progress. An interpretation of the results of the assessments is provided. Adjustments to lesson plans are described. | Reflection includes a thorough explanation of how assessments were differentiated to ensure that above-level performance was assessed as well as a complete description of how the assessments were used to monitor progress. An in-depth interpretation of the results of the assessments is provided. Adjustments to lesson plans are described and lesson plan change documents are included. |
| **Assessment** 4.4: Uses assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity | Describes the use of only one assessment to develop long and short-range goals and objectives that address student abilities and needs. The learning environment and factors related to diversity are not mentioned. | Describes the use of formative and summative assessment results from two or three sources to develop long and short-range goals and objectives that address student abilities and needs. A brief description of how these assessments consider the learning environment and other factors related to diversity is included. | Describes the use of preassessment, formative and summative assessment results from multiple sources to develop long and short-range goals and objectives that address student abilities and needs. A thorough description of how these assessments consider the student learning environment and other factors related to diversity is provided. | Thoroughly describes the use of preassessment, formative, summative and ongoing assessment results from multiple sources to develop long and short-range goals and objectives that address student abilities and needs. A robust discussion of how these assessments consider the student learning environment and other factors related to diversity is provided. Additional information garnered from readings and implications for future teaching practices are included. |
| **Practice - During the Lesson** | | | | |
| **Communication 2.3:** Adjusts their communication to an individual's language proficiency and cultural and linguistic differences. | Minimal mention of communication needs based on cultural differences | Describes an awareness of communication needs however does not explain how to address them. | Demonstrates sensitivity to the communication needs of all students and describes how they addressed students’ language proficiency and cultural and linguistic differences. | Demonstrates sensitivity to the communication needs of all students and describes how they addressed students’ language proficiency and cultural and linguistic differences with both the student and the students’ family. |
| **Individual Meta-Cognition 4.5:** Engages individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives. | Minimal mention of student self assessment. | Explains how students are given the opportunity to reflect on their learning at the end of the unit | Brief description of student opportunities to reflect on their learning throughout the unit and how self assessment is used in setting future goals and objectives. | Thorough description of student opportunities to reflect on their learning throughout the unit and how self assessment is used in setting future goals and objectives. Examples of student self-assessments and student goals are included. |
| **Professionalism** | | | | |
| **Respect for Diversity 6.3:** Models respect for diversity, understanding that is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services. | Minimal mention of modeling respect for diversity | Brief description of several ways respect for diversity was incorporated into the unit such as being included in class discussions and instructional materials. | Thorough discussion of ways the teacher proactively encouraged student dialogue around diversity topics and ensured that diversity was incorporated into the unit. | Thorough discussion of ways the teacher ensured that diversity was incorporated into the unit. Elaborates on how diversity impacts the learning of gifted and talented students in the delivery of gifted education services. |