 **EDUCATION PROFESSIONAL STANDARDS BOARD** 

1. **Program Profile: This profile describes a program category for Endorsements, which includes potential variations of program offerings. Each instance or variation must be distinguished among the others in order to ensure regulatory compliance. Please see the “Program Review Technical Guide” for additional details. The Teacher Leader is an endorsement and has its own separate template.**

*Endorsements to Certificate.*  An addition to a base or restricted base certificate, which is limited in scope and awarded on the basis of completion of an endorsement program or a combination of educational requirements, assessments, and experience as outlined in Section 5 of 16 KAR 2:010. Candidates must hold a base or restricted base certification (includes a Statement of Eligibility) to be eligible.

Since all “Endorsement” programs require a valid base or restricted base certificate – these are considered to be “Advanced Programs”.

Program Identification

**Name of the Program Category: Gifted Education**

**Grade Levels: (check all that apply)**

[x]  P-5 [x]  8-12 [x]  P-12

**Program Degree/Award Level: (check all that apply)**

[ ]  Master’s for Rank II [ ]  Master’s for Rank I X Endorsement

[ ]  5th year non-degree for Rank II [ ]  6th year non-degree for Rank I

[ ]  Specialist [ ]  Doctorate

**Program Sites: (check all that apply)**

[ ]  Main/Residential Campus [ ]  Off-Site Campus (list each location)

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| Campus Name | City |
| Name each campus |  |
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**Delivery Modes: (check all that apply)**

[ ]  Face-to-Face Only [x]  Online Only [ ]  Hybrid

**EPP Submission Coordinator:**

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Program Experiences

# Program Innovations: (Optional)

Program-Initiated Innovations. These innovations may span over the most recent three years, and should include all variations within this program category.

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| The Gifted Endorsement may be taken as a stand-alone program or as the professional specialty portion of the Teacher Leader Master of Arts in Education (TLMAE) or the Rank I Master of Arts in School Improvement (MASI). The GT endorsement includes three specific three-hour courses and a corresponding practicum with each course. Program innovations for the GT endorsement are embedded in the practicum work for each course. Specifically, these courses require experiences that allow candidates time to work directly with students identified in Gifted and Talented Program in the school/district where candidates are employed. Innovations include developing a Gifted Student Service Plan, a Unit plan with differentiated instructional strategies, and a Case Study research project focusing on the social and emotional needs of gifted learners.  |

Program Curriculum:

Each EPP must inform a potential candidate about the program’s content, performance expectations and assessment processes.

How does the EPP communicate the following with every student: required coursework and electives, certification and/or degree result, admission requirements, exit requirements, Praxis II test disclaimer (if applicable)?

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| We use the curriculum guides as the primary method to communicate program details with each student and candidate. Please see our attached guides in the addendum.[Addendum A](#A) |

**Admission criteria for each program code in this category:** This must include **admission criteria** such as GPA, and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree/award level offerings. Reference the “Program Review Technical Guide” for additional details.

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| Admission criteria for the Gifted Education Endorsement are identified on the Candidate Continuous Assessment Plan at CAP 5. These criteria include a copy of a valid teaching certificate or statement of eligibility, an official transcript with a cumulative GPA of 2.75 or 3.0 on the last 30 hours, a professional growth plan, a dispositional self-assessment, and a signed code of ethics, diversity survey, and character and fitness forms.[Addendum B](#B) |

**Describe the Clinical/Professional Experiences for each instance in this program category:** Include narrative to describe the clinical/professional experiences required in this program category which will generate evidence for CAEP Standard 2.3.

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| The endorsement for Gifted Education includes clinical/professional experiences directly with gifted learners for each of the three courses and corresponding practicums for all three courses. The Gifted Endorsement requires a total of 30 clinical hours. The GTE 520 Introduction to Gifted Education course and the practicum require candidates to complete 10 hours developing a Gifted Student Services Plan (GSSP) for a gifted learner. The GTE 525 Curriculum and Instruction class and the practicum require candidates to develop a Unit of Study that includes differentiated instructional strategies for gifted learners. The third course, GTE 520 Psychology and the practicum requires candidates to do a Case Study focusing on the social and emotional needs of gifted learners.  |

**Exit requirements for each instance in this program category:** This must include **exit assessments** such as KTIP assessment, portfolio, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.

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| Exit criteria for the Gifted Endorsement program are specified on the CAP document. The endorsement option exit criteria at CAP 7 includes a 3.0 GPA on a transcript that must be attached, completion of 30 field hours, two disposition recommendations, CA-1 form, application for additional credentials, transcript request, a GSSP, and passing PRAXIS II scores of 157. [CAP Document](#B) |

Kentucky P-12 Curriculum Requirements

The following information is gathered in accordance with Kentucky Senate Bill 1 - <http://www.lrc.ky.gov/record/09RS/SB1.htm> and the associated legislation tied to this bill.

How does the EPP ensure each candidate’s knowledge/proficiency of KAS? How does the EPP measure the DOK of every candidate?

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| For lessons and units, in all content areas, candidates are required to align/integrate the KAS as appropriate for the content along with the content literacy standards, particularly for reading and writing. Content specific standards include the ELA, mathematics, social studies and Next Generation Science Standards. The EPP measures candidate depth of knowledge in gifted education utilizing the PRAXIS II (5358). Analysis of the Instructional Unit Assessment is also conducted to ensure candidates are able to apply depth of knowledge in planning for instruction and assessment. |

Briefly describe how the program ensures advanced candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction and assessment.

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| Candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 School Assessment system in developing lesson plans and assessments. All lesson plans require lesson objectives that are directly linked to KAS, and candidates must document the corresponding KAS in the lesson plan. All objectives in the lesson plan must be measured formatively and eventually summatively in order to demonstrate the P-12 student mastery of the standards. This prepares students to demonstrate proficiency on state mandated assessments. Candidates use KTIP Source of Evidence documents for developing lessons in each course. These Sources of Evidence are tagged to specific KTS and PGES standards.  |

Provide evidence (KTIP assessments/portfolio/other data) of candidates’ skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards.

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| In GTE 530 Psychology of the Gifted, candidates do a case study for a gifted student and utilizes school records, interviews with teachers and parents, and student observation in order to fully understand the special learning needs of the student and to make recommendations to school personnel who work with the student. In GTE 520 Introduction to Gifted Education, candidates create a gifted student service plan in conjunction with a gifted student’s teachers and parents. The plan outlines stragies, accomodations, and opportunities needed by the gifted student to reach his/her full learning potential. |

Provide evidence of candidate’s abilities to create and use formative and summative assessments to

guide instruction toward mastery of the Kentucky P-12 curriculum framework.

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| In GTE 525 Curriculum for Gifted and Talented, candidates create a unit with lesson plans that include differentiated instruction, learning activities, and formative and summative assessments to enable gifted and talented students to not only master Kentucky’s P-12 curriculum framework, but to go beyond the curriculum to learn at a deeper richer level. |

# **Courses**

**Use the “COURSES” tab on the Program Review Spreadsheet**

Provide a list of the program courses (include all courses in the curriculum guide). Ensure that the courses are identified and linked to each program category and program code on the “Program Review Spreadsheet”. When completing the “COURSES” tab, the EPP can enter all courses for all programs in one spreadsheet.

# Clinical Educators

**Use the “Clinical Educators” tab on the Program Review Spreadsheet**

# Provide a list of all Clinical Educators who prepare candidates in this program category. Include full-time and part-time faculty; identify the adjunct teachers. These should be members who are directly involved with program delivery. Ensure that each educator is identified and linked to one or more program categories. When completing the “Clinical Educators” tab, the EPP can enter all educators for all programs in one spreadsheet.

# Key Assessment Areas

**Use the “Assessments” tab on the Program Review Spreadsheet**

# In this section, identify the assessments used to generate data to demonstrate mastery of the Kentucky Teacher Standards. For each assessment area, indicate the type or form of the assessment and when it is administered in the program. EPPs must identify assessments which demonstrate KTS alignment at the advanced performance levels. Reference the “Program Review Technical Guide” for additional details. When completing the “Assessments” tab, the EPP can either enter all assessments for all programs in one spreadsheet (this approach requires that each assessment is tagged to specific program codes), or enter the assessments for this specific program in a separate spreadsheet.

# Align to Standards

**Use the tabs on the Program Review Spreadsheet**

# The purpose of the alignment section is to indicate where the evidence is generated in support of the specific standards to be addressed. The Program Review Spreadsheet provides each of the major standard areas, including the SPAs (as applicable) to be used to show this alignment. This alignment provides direction and guidance for the evaluation of addressing all the standards through the program review process. Many EPPs have their own alignment tables and combine standards through various crosswalks – these may be attached as an addendum and may replace the alignment tables in the Program Review Spreadsheet.

# Evidence and analysis

# Repeat this section for each assessment

**Evidence for meeting standards -** For each instance in this program category, provide a narrative about the five (5) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table five (5) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

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| **Assessment Title:**PRAXIS Gifted Education (5358) |
| **Assessment description:**The Praxis Gifted Education (5358) is the state mandated assessment for content knowledge in this program. The Praxis II tests are used to assess candidates’ content knowledge.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** The *PRAXIS Study Companion for Gifted Education (5358)* describes the assessment as follows:The PRAXIS Gifted Education test is designed for candidates who are preparing to enter the field of gifted education. The test measures the knowledge, skills, and abilities judged by a national advisory committee and a survey of experts in the field to be necessary for safe and effective practice.Test questions assess knowledge of the essential components of effective practice: development and characteristics of gifted students, identification and assessment of gifted students, planning and managing the learning environment for gifted student, curriculum and instruction of gifted students, and professionalism expected of a teacher of gifted and talented students.Test takers are asked to show their knowledge of the topics covered on the test in multiple ways: conceptual understanding, procedural awareness, interpretation, integration, and application. The content assessed is aligned with the NAGC-CEC teacher preparation standards in gifted and talented education. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program:The PRAXIS Gifted Education (5358) is typically taken at the end of the program, when the candidate has finished the coursework. Candidates who pass this assessment have usually successfully completed all of the other program requirements prior to this assessment. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)No rubric attached, the passing scores are determined by EPSB.Praxis Series Technical Manual |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  PRAXIS assessments are proprietary; therefore, reliability and validity have been established by the Educational Testing Services (ETS).[See PRAXIS Technical Manual](https://www.campbellsville.edu/education/files/2017/08/Praxis-Series-Technical-Manual.pdf) |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**Data from the PRAXIS Gifted Education (5358) revealed that candidates scored an average of 167.55 over three years. In 2016 candidates scored an average of 166.67. This was down from the 2015 average of 170. CU candidates score lower than candidates in other programs statewide, not only gifted education. This is why the first goal and the three corresponding objectives of the selected improvement plan for the EPP have to do with improving performance on the PRAXIS assessments. Program faculty analyzed the PRAXIS data and determined that more PRAXIS preparation materials needed to be available for students. They have ordered PRAXIS study books and flashcards. Program faculty will also align class discussions and assignments more intentionally with the PRAXIS Gifted Education (5358). Program faculty plan to take the PRAXIS assessment in order to help candidates prepare for the assessment more effectively.The EPP has not kept PRAXIS scores that are not passing. In the 2016-2017 cohort, only three of four candidates who took the PRAXIS passed it, making the PRAXIS PASS rate 75%. When analyzing data for all programs this year, EPP faculty determined that we need to keep track of PRAXIS test scores that are not passing as well as passing scores for use in data analysis and program improvement.

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| **Assessment Title:**Dispositional Assessment |
| **Assessment description:**At CAP 5 and CAP 7, candidates and professors submit professional dispositions.This recommendation is based on the attitudes and dispositions exhibited by candidates in clinical work and coursework at multiple times throughout the program. It is not linked to course performance, though it is likely that a candidate’s coursework/clinical field work performance would be linked to dispositions.The CAP 5 disposition evaluation is used to provide diagnostic information about the candidate to help improve the performance of the individual. The candidate will be able to use the information in his or her professional growth plan to document growth. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** **CAP 5 disposition indicators:**1. **Candidate demonstrates knowledge of content**

KTS Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGEThe teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.1. **Candidate demonstrates a commitment to professionalism**

KTS Standard 9:EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.1. **Candidate is committed to honesty and ethical conduct**

KTS Standard 7:REFLECTS ON AND EVALUATES TEACHING AND LEARNINGThe teacher reflects on and evaluates specific teaching/learning situations and/or programs.**CAP 7 disposition indicators:****1. Professional Conduct:**1.1 Respect for cultural and individual differences by providing equitable learning opportunities for all students 1.2 Respects rights of students and families (no sarcasm, demeaning comments, etc.) 1.3 Respect for cultural and individual differences by providing equitable learning opportunities for all students 1.4 Attentive to confidentiality; maintains secure student records, correspondence, and conversations 1.5 Demonstrates ethical conduct as defined by the profession and the Kentucky Education Professional Standards Board. Has not unethical misbehavior, online misbehavior, or unprofessional dress or speech. 1.6 Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING The teacher reflects on and evaluates specific teaching/learning situations and/or programs. STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**2. Professional Communication** 2.1 Language is appropriate to student’s age and level of development 2.2 Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites) 2.3 Free of grammar and punctuation mistakes 2.4 Perceptive listener; consistently uses active listening to acknowledge message of the speaker 2.5 Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION The teacher introduces/implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**3. Professional Responsibilities**3.1 Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker 3.2 Maintains and uses a professional teacher-student and teacher-parent relationship 3.3 Demonstrates a willingness to work with other professionals to improve the overall learning environment for students 3.4 Demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field; seeks out opportunities for professional development and research 3.5 Takes a leadership role with colleague STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. 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High Expectations**4.1 Establishes and sets goals (on paper) for student success 4.2 Establishes a culture where all students know they are seen as high achievers 4.3 Establishes a classroom where interactions support learning and hard work 4.4 Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning strengths and needs.STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. **5. Engages in Effective Practice/Reflection**5.1 A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling 5.2 A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development 5.3 A commitment to recognize self-reflection combined to experiences leads to professional growth 5.4 A commitment to challenge all students to learn and to help every student succeed 5.5 A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.  |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program:CAP 5 DispositionsFor the 2013-2014 academic year, the CAP 5 Dispositional Assessment average for the cohort on all dispositions was 4.44 on a 5.0 scale. The CAP 7 Dispositional Assessment average was 4.72. The lowest CAP 5 average was 4.13 of 5.0 for indicator 6C Analyzes Teaching Effectiveness. The highest CAP 5 average was 4.78 of 5.0 for indicator 5B Belief that all Students Can Learn. The lowest CAP 7 indicator was 4.0 of 5.0 again for indicator 6C Analyzes Teaching Effectiveness. The highest CAP 7 average was 5.0 on indicators 1A Seeks Opportunities to Grow Professionally, 1B Identifies and Prioritizes Growth Areas, 2A Shows Concern for Students, 3A Demonstrates Sensitivity, 3C Professional Code of Conduct, 5A Provides Equitable Learning Opportunities, 5B Belief that all Students can Learn, and 7C Makes a Contribution to Learning. For the 2014-2015 academic year, the CAP 5 Dispositional Assessment average for the cohort on all dispositions was 4.5 on a 5.0 scale. The CAP 7 Dispositional Assessment average was 3.55 out of 4.0. The lowest CAP 5 average was 4.38 out of 5.0 for indicator 1B Identifies and Prioritizes Growth Areas. The highest CAP 5 averages, 5.0 out of 5.0 were for indicators 3B Demonstrates Acceptable Behavior, 3C Professional code of Conduct, 4B Demonstrates Commitment to Student Learning, and 5A Provides Equitable Learning Opportunities. For the 2015-2016 academic year, the CAP 5 Dispositional Assessment average for the cohort on all dispositions was 3.27 on a 4.0 scale. The CAP 7 Dispositional Assessment average was 3.45 out of 4.0. The lowest CAP 5 average was 3.07 for the category Professional Responsibilities. The highest CAP 5 average was 3.63 of 4.0 for Professional Services. The lowest CAP 7 average was 3.33 for the category High Expectations. The highest CAP 7 average was 3.58 of 4.0 for Professional Conduct.  |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)[Addendum E](#E) |
| **Discuss how the reliability and validity of this assessment has been established and supported.** The Dispositional Assessment was developed by a five person faculty committee who sought input from classroom teachers and administrators and other faculty. The process for using the assessment based on feedback from the classroom teachers and administrators who were clinical partners. They reported not wanting to give the disposition assessment to students to turn in. Based on this feedback, the form was put online and made interactive. The assessment is aligned to Kentucky Teacher Standards and NCATE Standards. Construct validity was established by utilizing the scoring levels and framework from Kentucky TPGES (adapted from Charlotte Danielson's framework) and creating "critical attributes" that describe each performance level. The rubric provides actionable feedback.By utilizing the format and levels from the TPGES document, clinical partners were already familiar with how to use the dispositional assessment. School of education faculty were trained using the document in a faculty meeting. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**Consistently over the past three cohorts, candidates score lowest in the areas that require reflection such as “Analyzes Teaching Effectiveness” and “Identifies and Prioritizes Growth Areas”. Based on this finding, faculty determined that as the instructional unit assessment is redesigned to measure InTASC standards, more focus will be placed on the source of evidence where candidates reflect on the taught lesson of the unit.  |

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| **Assessment Title:**GSSP |
| Candidates develop/implement a GSSP in conjunction with GTE 520 and the corresponding practicum.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** The GSSP measures selected indicators of every KTS except KTS 4 and KTS 9. KTS 1 and 2 are assessed through the content specific instruction and assessment strategies that the plan includes. The plan is developed through collaboration with the student’s parents and teachers and this documentation demonstrates KTS 5 and KTS 8. KTS 5, 7, and 10 are measured primarily through the reflection portion of the assessment. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program:Data for the past two cohorts demonstrates that candidates in the 2015-2016 cohort scored an average 2.97 out of 3.0 on all KTS measured by this assessment. The 2016-2017 cohort scored an average 2.82 out of 3.0 on all KTS measured by this assessment. The lowest score for the 2015-2016 cohort was a 2.8 out of 3.0 for KTS 2.3 Plans assessments to guide instruction and measure learning objectives, and the lowest score for the 2016-2017 cohort was a 2.2 out of 3.0 on KTS 8.4 Analyzes data to evaluate the outcomes of collaboration and identify next steps. Both cohorts scored a 3.0 of 3.0 on KTS 2.4 Plans instructional strategies and activities that address learning objectives for all student, KTS 7.1 Uses data to reflect on and evaluate student learning, KTS 7.2 Uses data to reflect on and evaluate instructional practice, KTS 8.1 Identifies students whose learning could be enhanced by collaboration, KTS 8.2 Designes a plan to enhance student learning that includes all parties in the collaborative effort, and KTS 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of school.Faculty discussion centered around the fact that the average scores are very high on this assessment for both years and that no candidate scored below a (2) progressing on any indicator. The faculty also discussed the need for this assessment to be revised to measure the new Kentucky Teacher Performance Standards.This data supports candidate progression through the program with the lowest average scores on the assessment being between progressing (2) and satisfactory (3). Candidates are acquiring skill and knowledge they need to successfully complete the program and accommodate and plan instruction for the gifted student in their classes.  |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)[Addendum D](#D) |
| **Discuss how the reliability and validity of this assessment has been established and supported.** This program assessment was developed by gifted content specialists, and is based on the GSSP format utilized by many school districts in Kentucky. According to the EPP Selected Improvement Plan 2016-2018, the GTE Unit is scheduled for a Lawshe’s content review during the 2018-2019 school year. Because the assessment is utilized by one faculty only, an interrater reliability study is not needed at this time. When the program grows and more faculty are using the assessment, an interrater reliability study will be conducted.  |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**This year, the EPP will be revising the major program assessments, so that they will measure the new Kentucky Teacher Performance (InTASC) Standards. Writing a GSSP involves components of all 10 of the new standards. The lowest performance on the KTS for this assessment were in the areas of assessment and data analysis, so particular focus will be on the third strand, Instructional Practice, which contains Standard 6 Assessment. All of the standards have components that will be measured by this assessment.  |

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| **Assessment Title:**GTE Unit |
| Candidates create and teach a unit with specific accommodations and differentiated instructional strategies for G/T students in conjunction with GTE 525 and the corresponding practicum.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** This assessment is an Instructional Unit with a minimum of three lesson plans that the candidate has taught. KTIP Sources of Evidence and CU unit documents are both utilized in the unit. This assessment is used to measure candidate proficiency on all indicators of KTS 1, 2, 3, and 4, all indicators of KTS 5 except KTS 5.5, and KTS 6.1 and 6.3 candidate implements in the school and that demonstrates their ability to provide professional leadership as a teacher. The lesson plans measure KTS 1, 2, 4, 5, and 6. The lesson reflection measures all of the KTS addressed by this assessment. |
| **Discuss the data analysis for this assessment:** Data for the past two cohorts demonstrates that candidates in the 2015-2016 cohort scored an average 2.8 out of 3.0 on all KTS measured by this assessment. The 2016-2017 cohort scored an average 2.7 out of 3.0 on all KTS measured by this assessment. The lowest score for the 2015-2016 cohort was a 2.33 out of 3.0 for KTS 5.3 Uses summative evaluations, and the lowest score for the 2016-2017 cohort was a 2.18 out of 3.0 on KTS 5.4 Describes, analyzes, and evaluates student performance data. Both cohorts scored a 3.0 of 3.0 on KTS 3.2 Establishes a positive learning environment and KTS 3.5 Provides a safe environment for learning.This data supports candidate progression through the program with the lowest average scores on the assessment being between progressing (2) and satisfactory (3). Candidates are acquiring skill and knowledge they need to successfully complete the program and accommodate and plan instruction for the gifted student in their classes.  |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)[Addendum C](#C) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Candidates use Source of Evidence documents to create the unit and lesson plans. According to the Kentucky Teacher Internship (KTIP) Handbook, the Source of Evidence Lesson Plan measures candidate performance on KTS 1, 2, 3, 4, 5, 6, and 8. It also measures candidate performance on the Kentucky Framework for Teaching Components 1A, 1B, 1C, 1D, 1E, and 1F.According to the EPP Selected Improvement Plan 2016-2018, the GTE Unit is scheduled for a Lawshe’s content review during the 2018-2019 school year. Because the assessment is utilized by one faculty only, an interrater reliability study is not needed at this time. When the program grows and more faculty are using the assessment, an interrater reliability study will be conducted. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**This year, the EPP will be revising the major program assessments, so that they will measure the new Kentucky Teacher Performance (InTASC) Standards. The third strand of InTASC is Instruction and InTASC Standard 6 is Assessment. Since this is the standard and indicators of KTS where candidates scored the lowest on this assessment, Standard 6 and the accompanying standards in this strand will be analyzed to determine how the assessment and scoring rubric needs to be revised in order to more completely and effectively measure assessment of gifted students in the lesson plans and unit.  |
| **Assessment Title:**GPA |
| **Assessment description:**The average obtained by dividing the total number of grade points earned by the total number of credits attempted. It is a cumulative arithmetic average of the total work in a candidate’s program. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** GPA measures candidate achievement cumulatively on all of the components of all of the standards. Course activities, assignments, and assessments are all linked to KTS and overall GPA documents the level of student mastery of the prescribed coursework. Candidate GPA is utilized at CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as an educator of gifted and talented students. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009). GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011). Bradley, Sankar, Clayton, Mbarika, & Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating. The minimum GPA requirement to successfully exit the program is 3.0 GPA. Candidates may not have any grade below a C in any course.Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P. (2007). A study on the impact of  GPA on perceived improvement of higher order cognitive skills. *Decision Sciences Journal of Innovative Educatio*n, 5(1), 151-167. Dickinson, E. & Adelson, J. (2016). Choosing among multiple achievement measures. *Journal* *of Advanced Academics*, 27(1), 4-15.Harrel, P, Harris, M., & Jackson, J. (2009). An examination of teacher quality variables with passing state content tests. *Journal for the Association of for Alternative Certification*, 4(2), 18-40. Jones, J., McDonald, C., Maddox, A. & McDonald, S. (2011). Teacher candidate success  on state mandated professional tests: On predictive measure. *Education*, 131(4), 905-920.Soh, K. (2011). Grade point average: what’s wrong and what’s the alternative? *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program:Candidate GPA on previous degrees is one criteria (minimum 2.75 or 3.0 on last 30 hours) for program admissions and demonstrates candidate’s potential for successfully completing college work. At program midpoint (CAP 5) GPA is used as a check to ensure candidates are progressing successfully through program coursework (minimum 3.0). Candidates are required to have a cumulative 3.0 or higher to exit the program. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)**Grading Scale:** A 90-100% B 80-89% C 70-79% D 60-69% F 0-59% |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA. Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38). They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA. This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA. The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1). In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015). Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination. Bacon, D. & Bean, B. (2006). GPA in research studies: An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.Herrera, C. & Blair, J. (2015). Predicting success in nursing programs. *Research in Higher Education*,  28, 1-8.Love, B., Holter, J., & Krall, J. (1982). Validity of grade point average as a predictor of student success. *Laboratory Medicine*, 13(3), 186-194.National Education Association. (n.d.). Indicators of future success: GPA and noncognitive skills.  Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.New Jersey State Board of Education. (2007). *Summary of Grade Point Average Research*. Retrieved From: [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**In the past three cycles of data, only 3 candidates of the total 23 candidates had a cumulative GPA below 4.0. The lowest cumulative GPA for the program was 3.4, scored by a candidate in 2014. This score indicates the program candidates should be able to score well on the PRAXIS assessment further supporting the instructional and assessment alignment to the PRAXIS subsections.  |

# Summary Analysis for Program

Provide a holistic summary and rationale for how **all** key assessment areas demonstrate the program’s overall quality, and how each candidate has demonstrated appropriate performance of the Kentucky Teacher Standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and replaces the analysis summary and improvement sections below. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.

**Assessment data analysis summary:**

|  |
| --- |
|  Overall the data demonstrates the following trends:1. The first time PRAXIS pass rate is only 75%. We need to strengthen content knowledge in gifted and talented education overall.
2. Students enter and exit the program with high GPAs indicating an ability to perform well on all coursework and assessments.
3. Based on the Instructional Unit and the GSSP assessments, candidates need more experience with creating and using assessments and analyzing the data to improve instruction.
 |

**Continuous Improvement Plan for this program category:** Provide an explanation of how assessment data are/were used to improve this program.

|  |
| --- |
| Based on the data analysis for this program, faculty determined that there is a need for improved measures of data collection. Due to a lack of three years of cohort data on the Instructional Unit and GSSP assessments, the assessment system for the EPP was revised during the 2016-2017 academic year and will be fully implemented during the 2017-2018 academic year as follows:1. Traditionally, all data has been collected by one data entry specialist who developed summary data reports. This year, we have three data entry specialists collecting and entering data. Each of the data entry specialists received training on entering the data into ACCESS and generating reports for analysis.
2. In the past, initial data review for all programs was the responsibility of the assessment coordinator. She then created power point presentations of the data for a spring data retreat that involved the entire faculty. She will still collect the summary data reports, but she will review the reports with a newly formed assessment committee.
3. Once the summary data reports are reviewed by the assessment committee, they will be sent to program level committees for analysis.
4. In the past, data analysis for all programs was completed in the spring by the entire faculty. This year program level committees made up of program faculty and P-12 partners will review program data. This process will occur throughout the year.
5. The program level committees will develop program improvement proposals based on the data analysis. The data and proposals will be presented at either the undergraduate or graduate faculty meetings where they will be approved and sent on or not approved and sent back to the program level committee. Undergraduate and graduate faculty will then forward approved proposals to the full faculty for a vote.

Goals, objectives, and activities have been implemented into the EPP SACS Program Improvement Plan and the EPP Selected Improvement Plan 2016-2020 to revise/redesign both the Instructional Unit and GSSP assessments to measure the new Kentucky Teacher Performance Standards and a Lawshe’s content validity ratio for each component on each assessment will be established.  Through data analysis of all programs, faculty discussed that CU candidates score lower on the PRAXIS than candidates in other programs statewide, not only gifted education. This is why the first goal and the three corresponding objectives of the selected improvement plan for the EPP have to do with improving performance on the PRAXIS assessments. For the Gifted and Talented Program, faculty analyzed the PRAXIS data and determined that more PRAXIS preparation materials needed to be available for students. They have ordered PRAXIS study books and flashcards. Program faculty will also align class discussions and assignments more intentionally with the PRAXIS Gifted Education (5358). Program faculty plan to take the PRAXIS assessment in order to help candidates prepare for the assessment more effectively.  |

Addendum A

**Campbellsville University**

**School of Education**

**Gifted/Talented Education Endorsement, P-12 Advanced Level**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ethnicitiy\_\_\_\_\_\_\_\_\_\_\_\_**

**Gender: M/F E-Mail Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Certification(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS II: Gifted Education (5358) \_\_\_\_\_\_\_\_\_\_\_\_\_ (157 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Gifted Courses Required****12 Hours** |
| Gifted Courses (Must be taken in sequence):**Sem/Year Grade**\_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 520 Introduction to Gifted and Talented Education (3) &\_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 535 A Practicum in Gifted and Talented (1)**\_\_\_\_\_\_** \_\_\_\_\_\_\_ GTE 525 Curriculum Development and Instructional Strategies (3) &\_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 535 B Practicum in Gifted and Talented (1)\_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 530 Psychology of the Gifted and Talented (3) &\_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 535C Practicum in Gifted and Talented (1)**Total: 12 Hours** |

\*\*Continuous Assessment

\_\_\_\_\_\_\_\_**CAP 5: Admission** to Graduate Program and Endorsement Program Recommendations; Minimum GPA 2.75; Base Certificate, Code of Ethics

\_\_\_\_\_\_\_\_**CAP 6: Continuation** in the program: after the first two courses, Minimum GPA 3.0; disposition recommendations.

\_\_\_\_\_\_\_\_**CAP 7: Exit** from the program: Minimum GPA 3.0; disposition recommendations; major course assessments.

|  |  |  |
| --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 |
| \_\_\_\_\_Copy of valid Teacher’s Certificate or Statement of EligibilityOfficial Transcript(s) \_\_\_\_\_\_Y \_\_\_\_\_\_NCumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_\_\_Y \_\_\_\_\_NGPA\_\_\_\_\_ Review date: \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_Professional Growth Plan  ( If teaching submit the one currently on file with the district of employment) Disposition Recommendation (self)\_\_\_\_\_ (overall rating)\_\_\_\_\_KY Code of Ethics (signed)\_\_\_\_\_Character & Fitness(signed)\_\_\_\_\_Diversity Survey Signed\_\_\_\_\_Curriculum Contract/Guide Sheet (signed) | \_\_\_\_\_GPA (minimum 3.0)\_\_\_\_\_Credit Hours Completed  (minimum 15 credit hours)\_\_\_\_\_ Disposition Recommendation (Faculty) | Transcript Review \_\_\_\_\_GPA (minimum 3.0) \_\_\_\_\_Transcript Attached\_\_\_\_\_Field Hours (30)\_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)\_\_\_\_\_CA-1 Form Completed (attached)\_\_\_\_\_Application for Additional Credentials\_\_\_\_\_Transcript Request\_\_\_\_\_GSSP\_\_\_\_\_Praxis II (code 5358**) (157 passing score)** |

My signature below indicates I hereby recognize it is my responsibility to review and ensure I complete the above requirements for successful continuation in and exit from the Teacher Education Program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor Signature Date

Addendum B

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

 **Gifted/Talented Education Endorsement**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Maiden) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CU ID # \_\_\_\_\_\_\_\_\_\_ Date ­\_\_/\_\_/\_\_\_

DOB \_\_\_/\_\_\_/\_\_\_ Gender: M F Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ Cell \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **CAP 5 - Entrance Requirements****Application**  | **CAP 6 – Mid-Point**  **Admission to Candidacy** | **CAP 7 – Exit Requirements*****To Be Completed in GTE 530, Psychology of the Gifted and Talented*** |
| \_\_\_\_\_Copy of valid Teacher’s Certificate or Statement of EligibilityOfficial Transcript(s) \_\_\_\_\_\_Y \_\_\_\_\_\_NCumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_\_\_Y \_\_\_\_\_NGPA\_\_\_\_\_ Review date: \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_Professional Growth Plan  ( If teaching submit the one currently on file with the district of employment) Disposition Recommendation (self)\_\_\_\_\_ (overall rating)\_\_\_\_\_KY Code of Ethics (signed)\_\_\_\_\_Character & Fitness(signed)\_\_\_\_\_Diversity Survey Signed\_\_\_\_\_Curriculum Contract/Guide Sheet (signed) | \_\_\_\_\_GPA (minimum 3.0)\_\_\_\_\_Credit Hours Completed  (minimum 15 credit hours)\_\_\_\_\_ Disposition Recommendation (Faculty) | Transcript Review \_\_\_\_\_GPA (minimum 3.0) \_\_\_\_\_Transcript Attached\_\_\_\_\_Field Hours (30)\_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)\_\_\_\_\_CA-1 Form Completed (attached)\_\_\_\_\_Application for Additional Credentials\_\_\_\_\_Transcript Request\_\_\_\_\_GSSP\_\_\_\_\_Praxis II (code 5358**) (157 passing score)** |

***This Section is for Office Use Only***

Date Presented to Grad Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Decision: \_\_\_\_\_\_\_Program Satisfactorily Completed
\_\_\_\_\_\_\_Recommended by Graduate Council \_\_\_\_\_\_\_Program Not Satisfactorily Completed

\_\_\_\_\_\_\_Letter of Notification Mailed

\_\_\_\_\_\_\_Copy of Letter Included in Student File
**Decision:** \_\_\_\_\_\_\_Recommended for Admission
 \_\_\_\_\_\_\_\_Not Recommended

Addendum C

**Campbellsville University
School of Education**

**Unit with gifted and talented accommodations**

**Based on the *Kentucky Teacher Standards* (Advanced-Level Performance)**

|  |
| --- |
| **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Holistic Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

In collaboration with a gifted and talented coordinator/instructor, create a unit with gifted/talented accommodations. This unit will be designed with accommodations/activities/assessments geared toward students identified as gifted and talented in your classroom/school district. **A reflection paper (2-4 pages)** is required after completion of the unit (teaching) in order to meet the requirements of GTE 535 along with 10 field hours. Reflections should address the process for meeting the student’s needs through accommodation. You may use the unit format approved by your particular school/district, or you may use the KTIP Task G guidelines for standardized rubrics (located on School of Education website).

* **At least 3 lesson plans using a format of your choice.**
* **Lessons must contain accommodations for gifted students.**
	+ **Please be specific with the accommodations/differentiation/assessments**
* **You must teach the unit (or a portion of it) and reflect. This will count as practicum hours.**

*Scoring Guide: 3=Satisfactory (A) 2=Progress Made (B) 1=Unsatisfactory (C or below)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KTS 1: The Teacher Demonstrates Applied Content Knowledge****(Advanced-Level Performance)** | **3** | **2** | **1** | **Score** |
|  |
| **1.1 Communicates concepts, processes and knowledge** | Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students. | Accurately communicates a LIMITED understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students. | Inaccurately and ineffectively communicates concepts, processes and knowledge |  |
| **1.2 Connects content to life experiences of students** | Effectively connects content to students’ life experiences including, when appropriate, prior learning in the content area or other content areas. | Connects SOME content to students’ life experiences including, when appropriate, prior learning in the content area or other content areas. | RARELY or NEVER content to students’ life experiences including.  |  |
| **1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning** | Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students. | Consistently uses instructional strategies that are SOMEWHAT appropriate for content AND make SOME contribution to student learning | Demonstrates instructional strategies that are RARELY or NEVER appropriate for content and processes of the lesson OR make NO contribution to student learning. |  |
| **1.4 Guides students to understand content from various perspectives** | Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives. | SOMETIMES guides students to understand content from appropriate diverse, multicultural, or global perspectives.  | RARELY or NEVER guides students to understand content from appropriate diverse, multicultural, or global perspectives. |  |
| **1.5 Identifies and addresses students’ misconceptions of content** | Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices. | SOMETIMES anticipates misconceptions related to content and addresses them by using appropriate instructional practices. | RARELY or NEVER anticipates misconceptions related to content and RARELY addresses them by using appropriate instructional practices. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KTS 2: The Teacher Designs and Plans Instruction** | **3** | **2** | **1** | **Score** |
|  |
| **2.1 Develops significant objectives aligned with standards** | Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests and abilities. | Develops challenging and appropriate learning objectives but are not aligned with local or state standards OR states learning objectives that are not based on students’ needs, interests and abilities. | Uses objectives that are not clearly stated or are trivial AND are not aligned with local or state learning standards and does not state learning objectives that are not based on students’ needs, interests and abilities. |  |
| **2.2 Uses contextual data to design instruction relevant to students** | Plans and designs instruction that is based on significant contextual and pre-assessment data. | Plans and designs SOME instruction that is appropriately based on significant contextual and pre-assessment data. | Plans and designs LITTLE TO NO instruction that is appropriately based on significant contextual and pre-assessment data. |  |
| **2.3 Plans assessments to guide instruction and measure learning objectives** | Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results. | Develops SOME assessments that align with learning objectives, guide instruction, and measure learning results. | Plans FEW assessments that align with learning objectives, guide instruction, and measure learning results. |  |
| **2.4 Plans instructional strategies and activities that address learning objectives for all students** | Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives. | Plans a learning sequence using SOME instructional strategies and activities that build on students’ prior knowledge and address learning objectives. | Aligns FEW instructional strategies and activities that build on students’ prior knowledge and address learning objectives. |  |
| **2.5 Plans instructional strategies and activities that facilitate multiple levels of learning** | Plans a learning sequence using strategies and activities that foster the development of higher-order thinking. | Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher-order thinking | Plans instructional strategies that do not include levels of learning OR do not require higher- order thinking |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KTS 3: The Teacher Creates and Maintains Learning Climate** | **3** | **2** | **1** | **Score** |
|  |
| **3.1 Communicates high expectations** | Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations. | Sets significant and challenging behavioral and learning expectations for SOME students BUT does not communicate confidence in students’ ability to achieve these expectations. | Does not set significant and challenging objectives for students AND does not communicate confidence in students’ ability to achieve these expectations. |  |
| **3.2 Establishes a positive learning environment** | Maintains a fair, respectful, and productive classroom environment conducive to learning. | Makes efforts to maintain a fair, respectful, and productive classroom environment conducive to learning.BUT efforts are ineffective and or not appropriate | Does not make efforts to maintain a fair, respectful, and productive classroom environment conducive to learning. |  |
| **3.3 Values and supports student diversity and addresses individual needs.** | Consistently uses appropriate and responsive instructional strategies that address the needs of all students. | Inconsistently uses appropriate and responsive instructional strategies that address the needs of all students. | Makes LITTLE or NO attempt to use appropriate and responsive instructional strategies that address the needs of all students.  |  |
| **3.4 Fosters mutual respect between teacher and students and among students** | Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern. | Inconsistently treats all students with respect OR does not encourage students to treat each other with respect and concern. | Does not treat all students with respect and concern AND does not encourage students to treat each other with respect and concern. |  |
| **3.5 Provides a safe environment for learning** | Maintains a classroom environment that is both emotionally and physically safe for all students. | Maintains a classroom environment that is physically safe for all students BUT is inconsistent in ensuring a safe emotional environment for all students | Fails to maintain an emotionally AND physically safe environment for students |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KTS 4: The Teacher Implements and Manages Instruction** | **3** | **2** | **1** | **Score** |
|  |
| **4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students** | Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives. | Provides SOME well-planned sequence of instructional strategies BUT does not actively engage students in meeting learning objectives. | Provides instructional strategies that do not engage students AND are not aligned with learning objectives |  |
| **4.2 Implements instruction based on diverse student needs and assessment data** | Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances. | Implements instruction based on diverse student needs and assessment date BUT does not adapt instruction to unanticipated circumstances when needed | Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances when needed |  |
| **4.5 Implements and manages instruction in ways that facilitate higher-order thinking** | Consistently uses a variety of appropriate strategies to facilitate higher-order thinking. | SOME instruction promotes higher-order thinking | LITTLE or NO instruction promotes higher-order thinking |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KTS 5: The Teacher Assesses and Communicates Learning Results** | **3** | **2** | **1** | **Score** |
|  |
| **5.2 Uses formative assessments** | Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. | Uses SOME formative assessments to determine each student’s progress and guide instruction BUT offers LITTLE feedback to students. | Does not use a variety of formative assessments to determine each student’s progress and guide instruction AND offers NO feedback. |  |
| **5.3 Uses summative assessments** | Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement. | Uses SOME summative assessments aligned with the learning objectives to measure student achievement. | Uses NO variety in summative assessments to measure student achievement. |  |
| **5.4 Describes, analyzes, and evaluates student performance data** | Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice. | Describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups that SOMETIMES informs instructional practice. | Does not analyze assessment data to inform instructional practice. |  |
| **5.6 Allows opportunity for student self-assessment** | Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning. | SOMETIMES provides opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning. | RARELY OR NEVER promotes opportunities for students to assess and reflect on their own performance. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 6: The Teacher Demonstrates the Implementation of Technology** | **3** | **2** | **1** | **Score** |
|  |
| **6.1 Uses available technology to design and plan instruction** | REGULARLY uses technology to design and plan instruction | SOMETIMES uses technology to design and plan instruction | RARELY or NEVER uses technology to design and plan instruction |  |
| **6.3 Integrates student use of available technology into instruction** | REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs | SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs | RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs |  |

Addendum D





Addendum E

Dispositional Assessment

**To be Completed by the Candidate CAP: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7**

**Name: ID#**

*This recommendation is based on the attitudes and dispositions exhibited by candidates in clinical work and coursework at multiple times throughout the program. It is not linked to course performance, though it is likely that a candidate’s coursework/clinical field work performance would be linked to dispositions.*

***\*Attach any source of evidence pertaining to strengths and/or growth areas***

**To be completed by the Evaluator**

**Evaluator’s Name**

**Check role:** **[ ]  Candidate** **[ ] Colleague** **[ ] Content Area Professor** **[ ] Cooperating Teacher
 [ ] CU Faculty [ ] Other Agency** **[ ] Supervisor [ ] University Supervisor**

*Direction: Below you will find the rubric scoring guide for the Disposition areas. Please circle a number from 1-4 or Not Observed, for each disposition on the back of the form. Additional comments are very helpful to the University and Teacher Candidate.*

*Explanation of scoring: I-Ineffective; D-Developing; A-Accomplished; E-Exemplary; N/O- Not Observed*

**\*Descriptor/Dispositions taken from the following:**

Charlotte Danielson’s Framework for Teaching, 2011/2013: <http://education.ky.gov/teachers/HiEffTeach/Pages/PGES--Overview-Series.aspx>

Kentucky Teacher Standards <http://www.kyepsb.net/>

National Council of Accreditation of Teacher Education: <http://ncate.org/>

St. Cloud State University College of Education Higher Education Administration Program’s *Student Disposition Evaluation*

 **Ineffective**

-Displays dishonesty in interactions with colleagues, students and the public

-Explanation of the content contains major errors

-Learning tasks and activities, materials, resources, instructional outcomes are not clear

-Little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding support learning

-Expresses belief that only some students can learn

-Sets goals for students that are inappropriate

**Developing\***

**\*Average Performance Level for Candidates**

- Honest in interactions with colleagues, students and the public

-Explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow

-Instructional groups are random or only partially support objectives;

-Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant

-Notices the needs of students but is inconsistent in addressing them

-Expresses a belief that most students can learn, but not all

**Accomplished**

-Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public

-Explanation of content is well scaffold, clear and accurate, and connects with students’ knowledge and experiences

- Provides a variety of appropriately challenging materials and resources;

 -Learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content

-Expresses belief that all students can learn but may have difficulty communicating them

 **Exemplary**

-Takes a leadership role with teachers/peers and can be counted on to hold the highest standards of honesty, integrity and confidentiality

-Explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest

-Provides a variety of appropriately challenging resources that are differentiated for students in the class

- Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes

-Goals are realistically high and communicated to each individual

--Expresses belief that all students can learn

* 1. Respect for cultural and individual differences by providing equitable learning opportunities for all students

Overall Rating: [ ] **I** [ ] **D** [ ]  **A** [ ]  **E** [ ]  **N/O**

**1. Professional Conduct** (TPGES 2C, 4D, 4F; KTS 3C, 3D, 4B)

* 1. Respects rights of students and families (no sarcasm, demeaning comments, etc.)
	2. Respect for cultural and individual differences by providing equitable learning opportunities for all students
	3. Attentive to confidentiality; maintains secure student records, correspondence, and conversations
	4. Demonstrates ethical conduct as defined by the profession and the Kentucky Education Professional Standards Board. Has not unethical misbehavior, online misbehavior, or unprofessional dress or speech.
	5. Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism

**Overall Rating:** [ ] **I** [ ]  **D** [ ]  **A** [ ]  **E** [ ]  **N/O**

**2. Professional Communication** (TPGES 1B, 4C; KTS 3A, 5E, 6E)

* 1. Language is appropriate to student’s age and level of development
	2. Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites)
	3. Free of grammar and punctuation mistakes
	4. Perceptive listener; consistently uses active listening to acknowledge message of the speaker
	5. Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner

**3. Professional Responsibilities (**TPGES 2A, 4B, 4E, 4F; KTS 3B, 9B, 10A)

**Overall Rating:** [ ] **I** [ ] **D** [ ] **A** [ ] **E** [ ] **N/O**

* 1. Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker
	2. Maintains and uses a professional teacher-student and teacher-parent relationship
	3. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students
	4. Demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field; seeks out opportunities for professional development and research
	5. Takes a leadership role with colleague

**4. High Expectations** (TPGES 1C, 2B, 3A; KTS 2E, 3A, 8C)

**Overall Rating:** [ ] **I** [ ] **D** [ ]  **A** [ ] **E** [ ] **N/O**

* 1. Establishes and sets goals (on paper) for student success
	2. Establishes a culture where all students know they are seen as high achievers
	3. Establishes a classroom where interactions support learning and hard work
	4. Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning

strengths and needs.

**Overall Rating:** [ ] **I** [ ] **D** [ ] **A** [ ]  **E** [ ] **N/O**

**5. Engages in Effective Practice/Reflection** (TPGES 4A, 4E;

 KTS 1C, 4B, 5D, 7A, 7B, 7C)

* 1. A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling
	2. A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development
	3. A commitment to recognize self-reflection combined to experiences leads to professional growth
	4. A commitment to challenge all students to learn and to help every student succeed
	5. A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners

**Please provide a brief overview of any specific areas of strength or concern the candidate displayed in their coursework, field experiences or clinical field experiences. If a candidate scored an (I) or (E), please provide an explanation. \*See front for criteria for disposition areas and scoring.**

**Evaluator’s Name****Date**

**Please provide an email address for confirmation:**