Assurance of Student Learning 2018-2019	
College of Education and Behavioral Sciences	School of Teacher Education
MAE and EdS in Gifted Education Programs #0492 and #0480	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will apply foundational concepts of gifted education including terminology, theories, and best practices.

Instrument 1	Praxis II success
Instrument 2	District Identification Plan
Instrument 3	Unit Plan

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met

Student Learning Outcome 2: Students will actively advocate for gifted learners and are able to highlight best practices for use in their learning environment.

Instrument 1	Unit Plan
Instrument 2	Advocacy Video
Instrument 3	Creativity/Leadership Project Reflection

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met

Student Learning Outcome 3: Students will use data from their learning environments to create programs that address the needs in their locations using research to support their activities.

Instrument 1	Creativity/Leadership Project Reflection
Instrument 2	Capstone Project
Instrument 3	District Identification Plan

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.)

We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback.

Student Learning Outcome 1			
Student Learning Outcome	Students will apply foundational concepts of gifted education including terminology, theories, and best practices.		
Measurement Instrument 1	**The Praxis II test for Gifted Education Endorsement measures the degree to which the student understands and can apply foundational concepts of gifted education. This test is required for state-wide endorsement in gifted education.**		
Criteria for Student Success	**Students are required to obtain a passing score on this exam**		
Program Success Target for this Measurement	**90%**	**Percent of Program Achieving Target**	**94%**
Methods	**Students typically take this test following the completion of GTE 538, the practicum course. We sampled all of the students who completed GTE 538 at the end of 2019 to determine the number of students who should have taken the Praxis exam and then obtained the test scores to determine the passing rate. Number of students taking the test for 2018-19 was 18.**		
Measurement Instrument 2	**District Identification Plan**		
Criteria for Student Success	**3 out of 4 on rubric or 115 out of150 points minimum**		
Program Success Target for this Measurement	**85%**	**Percent of Program Achieving Target**	**100%**
Methods	**All students who completed GTE 539 for Summer 18 and 19 were included in these data (11 MAE; 2 Cert. only; 2 EDS) for 15 students total.**		
Measurement Instrument 3	**Unit Plan**		
Criteria for Student Success	**Students scoring 80% or better are considered Masters of the standard**		
Program Success Target for this Measurement	**85%**	**Percent of Program Achieving Target**	**94%**
Methods	**Students who completed GTE 636 for Spring 2019 were included in this sample. Number of students was 26.**		

	Met	Not Met
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. As a part of continuous improvement we will look for opportunities to ensure the courses provide the appropriate level of challenge for students.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback.

Student Learning Outcome 2			
Student Learning Outcome	Students will actively advocate for gifted learners and are able to highlight best practices for use in their learning environment.		
Measurement Instrument 1	Unit Plan		
Criteria for Student Success	Students scoring 80% or better are considered Masters of the standard		
Program Success Target for this Measurement	85%	**Percent of Program Achieving Target**	94%
Methods	Students who completed GTE 636 for Spring 2019 were included in this sample. Number of students was 26.		
Measurement Instrument 2	Advocacy Video		
Criteria for Student Success	Students will score a 3 - proficient or higher on this section of the rubric		
Program Success Target for this Measurement	85%	**Percent of Program Achieving Target**	89%
Methods	All students who completed PSY432G for the 2018-2019 academic year were included in the sample. There were 37 students enrolled.		
Measurement Instrument 3	Creativity/Leadership Project teacher collaboration section		
Criteria for Student Success	Students will score a 3 - proficient or higher on this section of the rubric		
Program Success Target for this Measurement	85%	**Percent of Program Achieving Target**	88%
Methods	All students who completed GTE 540 for the 2018-19 academic year were included in this sample. There were 8 students enrolled		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<mark>Met</mark>	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. As a part of continuous improvement we will look for opportunities to insure the courses provide the appropriate level of challenge for students.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback.

Student Learning Outcome 3			
Student Learning Outcome	Students will use data from their learning environments to create programs that address the needs in their locations using research to support their activities		
Measurement Instrument 1	**Creativity/Leadership Project Reflection**		
Criteria for Student Success	**Students will score a 3 - proficient or higher on this component of the project rubric**		
Program Success Target for this Measurement	**85%**	**Percent of Program Achieving Target**	**75%**
Methods	**All students who were enrolled in GTE 540 Creativity and Leadership were included in this sample. There were 8 students enrolled for 2018**		
Measurement Instrument 2	**Capstone Project**		
Criteria for Student Success	**Students will score a 3 - proficient or higher on this component of the project rubric**		
Program Success Target for this Measurement	**85%**	**Percent of Program Achieving Target**	**100%**
Methods	**All students who completed TCHL 560 and are enrolled in the MAE for Gifted Education for 2018-2019 under this program were included in the sample. There were six students enrolled for 2018-19.**		
Measurement Instrument 3	**District Identification Plan**		
Criteria for Student Success	**3 of 4 on rubric or 115 of 150 points minimum**		
Program Success Target for this Measurement	**85%**	**Percent of Program Achieving Target**	**100%**
Methods	**All students who completed GTE 539 for Summer 18 and 19 were included in this data (11 MAE; 2 Cert. only; 2 EDS) for 15 students total.**		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		==Met==	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. As a part of continuous improvement we will look for opportunities to insure the courses provide the appropriate level of challenge for students. The small number of students who participated in the Creativity and Leadership course (8) tend to make data interpretation difficult from the assessment scores. However, a review of the rubric and course assignment will be done prior to Spring 2020 to help ensure more students are displaying mastery of the material.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback.