

**Assurance of Student Learning
2019-2020**

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 (scored by rubric)
Instrument 3	Unit Plan (scored by rubric)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

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

Instrument 1	Unit Plan (scored by rubric)
Instrument 2	Advocacy Video (scored by rubric)
Instrument 3	Creativity/Leadership Project Reflection (scored by rubric)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

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

Instrument 1	Creativity/Leadership Project Reflection (scored by rubric)
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Instrument 2	Capstone Project (scored by rubric)		
Instrument 3	District Identification Plan (scored by rubric)		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			

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Student Learning Outcome 1			
Student Learning Outcome	Students will apply foundational concepts of gifted education including terminology, theories, and best practices.		
Measurement Instrument 1	The Praxis II test for Gifted Education Endorsement measures the degree to which the student understands and can apply foundational concepts of gifted education. This test is required for state-wide endorsement in gifted education.		
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	84%
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 by June 10, 2020 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 2019-20 was 13. The overall state passing rate was 78%. Given the unique situation caused by COVID-19, classes taken during the Spring and Summer were affected by additional demands faced by our students.		

Measurement Instrument 2	District Identification Plan			
Criteria for Student Success	3 out of 4 on rubric or 115 out of 150 points minimum			
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	80%	
Methods	All students who completed GTE 539 for Summer 20 were included in these data (11 MAE; 2 Cert. only; 2 EDS) for 15 students total. Given the unique situation caused by COVID-19, classes taken during the Spring and Summer were affected by additional demands faced by our students.			
Measurement Instrument 3	Unit Plan			
Criteria for Student Success	Students scoring 80% or better are considered Masters of the standard			
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	92%	
Methods	Students who completed GTE 536 for Spring 2019 were included in this sample. Number of students was 13 (5 Certificate, 3 MAE, 1, EdS, 2 EdD, 1 undergraduate). Given the unique situation caused by COVID-19, classes taken during the Spring and Summer were affected by additional demands faced by our students.			
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. We will review the assignments and assessment results annually to monitor student progress. As a part of continuous improvement we will look for opportunities to ensure the courses provide the appropriate level of challenge for students. We acknowledge that our students' success rates were lower than the previous year but also understand that all of our students are teachers who had unusual demands placed on them as a result of COVID-19.				
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	92%
Methods	Students who completed GTE 536 for Spring 2019 were included in this sample. Number of students was 13 (5 Certificate, 3 MAE, 1, EdS, 2 EdD, 1 undergraduate).		
Measurement Instrument 2	Advocacy Video		
Criteria for Student Success	Students will score a 3 - proficient or higher on this section of the rubric		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	84%
Methods	All students who completed PSY432G for the 2019-2020 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 13 students enrolled (6 Certification only, 4, MAE, 1 Rank 1, 1, EdS, 1 Undergraduate). Two students did not complete the final project for the course which led to 11/13 (84%) achieving the target. Given the unique situation caused by COVID-19, classes taken during the Spring and Summer were affected by additional demands faced by our students.		
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	80%
Methods	All students who completed GTE 540 for the 2019-20 academic year were included in this sample. A rubric based on SPA standards		

was used to score this project. There were 8 students enrolled (1 Certification only, 5 MAE, 2 EdS). Given the unique situation caused by COVID-19, classes taken during the Spring and Summer were affected by additional demands faced by our students.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
Given the rates of success on the assessments of this learning outcome we will review the assignments and assessments annually to monitor student learning. As a part of continuous improvement we will look for opportunities to insure the courses provide the appropriate level of challenge for students. We acknowledge that our students success rates were lower than the previous year but also understand that all of our students are teachers who had unusual demands placed on them as a result of COVID-19.		
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 (scored by rubric)		
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	80%
Methods	All students who were enrolled in GTE 540 Creativity and Leadership were included in this sample. All students who completed GTE 540 for the 2019-20 academic year were included in this sample. A rubric based on SPA standards was used to score this project. There were 8 students enrolled (1 Certification only, 5 MAE, 2 EdS). Given the unique situation caused by COVID-19, classes taken during the Spring and Summer were affected by additional demands faced by our students.		
Measurement Instrument 2	Capstone Project (scored by rubric)		

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 2019-2020 under this program were five students included in the sample.		
Measurement Instrument 3	District Identification Plan (scored by rubric)		
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	80%
Methods	All students who completed GTE 539 for Summer 20 were included in these data (11 MAE; 2 Cert. only; 2 EDS) for 15 students total. Given the unique situation caused by COVID-19, classes taken during the Spring and Summer were affected by additional demands faced by our students.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. We will continue to review the assignments and assessments annually to monitor student learning. 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 Psychology of Gifted course (7) and the Creativity and Leadership course (3) tend to make data interpretation difficult from the assessment scores. However, a review of the rubrics and course assignments will be done prior to Fall 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. Faculty will review this document in August 2020 along with the course assignments and rubrics to look for areas of improvement. Data will be reviewed again in December 2020 and May 2021 to determine if there is improvement based on changes made.			

	1	2	3	4
Total = 150 pts.	Needs Much Improvement Below 95 points	Needs Some Improvement 95-112 points	Good or Acceptable 113-129 points	Excellent 130-150 points
Strengths of Assessment and Identification Plan in regard to Professional Foundations (Policy and Standards for Identification).	Student shows no evidence of analysis.	Student shows little evidence of analysis	Student shows some evidence of analysis of strengths related to Professional Foundations (Policy and Standards for Identification).. – Minimum of 3 strengths. Description was adequate with less than 100 words for each strength area.	Student thoroughly articulates and analyzes strengths well – more than 3 strengths analyzed related to Professional Foundations (Policy and Standards for Identification). Description was comprehensive with more than 100 words for each strength area.
Growth Areas related to Section II: Professional Foundations (Policy and Standards for Identification)	Student describes no evidence for growth areas for Professional Foundations (Policy and Standards for Identification). Student does not articulate areas for growth well.	Student describes little evidence for growth areas for Professional Foundations (Policy and Standards for Identification). Student does not articulate areas for growth well.	Student describes some evidence for growth areas Professional Foundations (Policy and Standards for Identification). Description was adequate with less than 100 words for each growth area.	Student describes evidence for growth areas for Professional Foundations (Policy and Standards for Identification). Student articulates areas for growth well. Description was comprehensive with more than 100 words for each growth area.
Strengths of Assessment and Identification Plan in regard to Section IV: Instrumentation (What Instruments to Use to Identify)	Student shows no evidence of analysis.	Student shows little evidence of analysis	Student shows some evidence of analysis of strengths related to Instrumentation (What Instruments to Use to Identify) . – Minimum of 3 strengths. Description was adequate with less than 100 words for each strength area.	Student thoroughly articulates and analyzes strengths well – more than 3 strengths analyzed related to Instrumentation (What Instruments to Use to Identify) Description was comprehensive with more than 100 words for each strength area.
Growth Areas related to Section IV: Instrumentation (What Instruments to Use to Identify)	Student describes no evidence for growth areas for Instrumentation (What Instruments to Use to Identify) Student does not articulate areas for growth well.	Student describes little evidence for growth areas for Instrumentation (What Instruments to Use to Identify) Student does not articulate areas for growth well.	Student describes some evidence for growth areas Instrumentation (What Instruments to Use to Identify) Description was adequate with less than 100 words for each growth area.	Student describes evidence for growth areas for Instrumentation (What Instruments to Use to Identify) Student articulates areas for growth well. Description was comprehensive with more than 100 words for each growth area.
Comments:				

PSY 432 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.

GTE 540 Final Project Rubric

	Excellent	Proficient	Developing	Needs Improvement
<p>3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains. 3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains. 3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.</p>	<p>50 (25.00%)</p> <p>Expected outcomes of the teacher collaboration are research-based and tie with NAGC/CEC standards for programs and demonstrate how they will improve talent development.</p>	<p>Points:42.5 (21.25%)</p> <p>Expected outcomes of the teacher collaboration are research-based and tie with NAGC/CEC standards for programs.</p>	<p>Points:32.5 (16.25%)</p> <p>Expected outcomes of the teacher collaboration are missing either research support ties with NAGC/CEC standards for programs.</p>	<p>Points:0 (0.00%)</p> <p>Expected outcomes lack research support and ties with NAGC/CEC standards for programs.</p>
<p>6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.</p>	<p>Points:50 (25.00%)</p> <p>Collaboration plans are research-based, follow principles of effective collaboration and demonstrate an understanding of the general education teachers' needs.</p>	<p>Points:42.5 (21.25%)</p> <p>Collaboration plans are research-based and follow principles of effective collaboration.</p>	<p>Points:32.5 (16.25%)</p> <p>Collaboration plans are missing either research support or following principles of effective collaboration.</p>	<p>Points:0 (0.00%)</p> <p>Collaboration plans are missing research support and following principles of effective collaboration</p>

<p>6.4 Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.</p>	<p>Points:50 (25.00%)</p> <p>Reflection clearly states needs for further professional learning with evidence of how this will translate into more effective practice and indicates plans for obtaining the required professional learning.</p>	<p>Points:42.5 (21.25%)</p> <p>Reflection clearly states needs for further professional learning with evidence of how this will translate into more effective practice.</p>	<p>Points:32.5 (16.25%)</p> <p>Reflection is missing needs for further professional learning or is lacking evidence of how this will translate into more effective practice.</p>	<p>Points:0 (0.00%)</p> <p>Reflection is missing needs for further professional learning.</p>
<p>Survey Results</p>	<p>Points:10 (5.00%)</p> <p>Survey responses are included with multiple graphics to accurately reflect important areas or trends in the responses.</p>	<p>Points:8.5 (4.25%)</p> <p>Survey responses are included and graphics accurately reflect the responses.</p>	<p>Points:6.5 (3.25%)</p> <p>Survey responses are included. Graphic does not accurately reflect the responses.</p>	<p>Points:0 (0.00%)</p> <p>Survey responses and graphics are missing.</p>
<p>Writing & Grammar ammar</p>	<p>Points:20 (10.00%)</p> <p>Writing is exceptional and at a professional level.</p>	<p>Points:17 (8.50%)</p> <p>Less than 3 writing/gramm ar errors are noted</p>	<p>Points:13 (6.50%)</p> <p>More than 4 writing/gramm ar errors are noted.</p>	<p>Points:0 (0.00%)</p> <p>Enough writing/gramm ar errors exist to make reading difficult.</p>

Research and APA	Points:20 (10.00%) More than 10 scholarly references are used. APA formatting of citations and references follows required standards.	Points:17 (8.50%) At least 8 scholarly references are used. APA formatting of citations and references follows required standards.	Points:13 (6.50%) Less than 8 scholarly references are used or APA format of citations and references is not evident.	Points:0 (0.00%) No scholarly references are used.
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Scoring Guide : TCHL 560

	Beginning (1)	Developing (2)	Proficient (3)	Distinguished (4)
The AR Project identifies a problem and relates it to no fewer than 3 Kentucky Teacher Standards	The Project identifies a problem area related to the candidates' work but it does not relate to the Kentucky Teacher Standards.	The Project identifies a problem area related to the candidates' work but it only relates to 1 or 2 Kentucky Teacher Standards.	The Project identifies a problem area related to the candidates' work and to no fewer than 3 Kentucky Teacher Standards.	The Project identifies a problem area related to the candidates' work and it relates to 4 or more Kentucky Teacher Standards.
The AR Project conducts an extensive and relevant review of the literature related to the problem area identified	The AR Project conducts a review of the literature related to the problem area identified but it is not extensive and/or relevant.	The AR Project conducts a relevant review of the literature related to the problem area identified but it only includes 6-9 current resources.	The AR Project conducts an extensive (at least 10 current sources) and relevant review of the literature related to the problem area identified .	The AR Project conducts an extensive (more than 10 current sources) and relevant review of the literature related to the problem area identified.
The AR Project defines an educationally relevant, focused problem that will be studied, designs an	The AR Project defines a problem that is not relevant, methodology designed is inappropriate, OR does	The AR Project defines a problem that is only somewhat relevant, OR methodology is only generally appropriate.	The AR Project defines an educationally relevant, focused problem that will be studied, designs	The AR Project defines an educationally relevant, focused problem that will be studied, designs appropriate methodology, with

appropriate study, and acquires IRB approval for the study.	not acquire IRB approval for the study.	Study acquires IRB approval.	appropriate methodology, with triangulation, and acquires IRB approval for the study.	triangulation, and acquires IRB approval for the study. The study demonstrates potential for further research by the candidate.
The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to interpret findings.	The AR Project collects data that somewhat defined by the methodology and begins to analyze data to interpret findings.	The AR Project collects data defined by the methodology and begins to analyze data to interpret findings.	The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to interpret findings.	The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to cogently interpret findings.
The AR Project produces appropriate written and oral presentations of the outcomes of the study representing interpretations of the project's data along with logical next steps.	The AR Project produces incomplete written and oral presentations of the outcomes of the study, OR interpretations of the project's data are incomplete or limited.	The AR Project presentations are generally appropriate and complete, but lacking a thorough discussion of the outcomes of the study or lacking clear interpretations of the project's data or logical next steps.	The AR Project produces appropriate interpretations of research data with the relationship to other relevant research findings about the same problem discussed along with logical next steps.	The AR Project produces comprehensive written and oral interpretations of research data with the relationship to other relevant research findings about the same problem discussed along with logical next steps.
TOTAL POINTS POSSIBLE = 20		TOTAL POINTS EARNED: _____/20		

NOTE TO STUDENTS: After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 5-7
- Holistic Score of 2 = Analytic Rubric Score Range 8-12
- Holistic Score of 3 = Analytic Rubric Score Range 13-17
- Holistic Score of 4 = Analytic Rubric Score Range 18-20
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Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 18 or above on this analytic rubric, the highest score you will receive in the EPS is still “3”.