



Program Review Document

Preparation Program:

Gifted Education and Talent Development (P-12)

Certification Only Program

(this is a non-degree program and does not lead to a degree)

WKU#132 EPSB#22 leading to KE37 Gifted Education

Date Submitted: 12/15/2020

Preparation Level:	<input checked="" type="checkbox"/> Graduate	
Grade Levels:	<input type="checkbox"/> P-5 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12	
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input type="checkbox"/> Hybrid	
Degree Type:	<input type="checkbox"/> Masters <input type="checkbox"/> Rank II <input type="checkbox"/> Rank I <input type="checkbox"/> Doctorate	<input checked="" type="checkbox"/> Non-Degree 5 th Year <input type="checkbox"/> Non-Degree 6 th Year <input checked="" type="checkbox"/> Certification Only <input type="checkbox"/> Specialist
Program Route:	X Traditional <input type="checkbox"/> Option 6 <input type="checkbox"/> Option 7 X Proficiency	
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/	
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/	

SYLLABI: Syllabi will need to be included for all courses.

Program Description

COURSES: Below are all required courses for this program. Course descriptions are those found in the WKU graduate catalog (see links above). Instructions: List all courses/descriptions table below. Titles or descriptions should be from the WKU catalog.

Course	Course Title	Description	Hours
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	Terminology, theories, issues and general approaches in educating gifted, creative, and talented young people.	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	The curriculum and the learning environment in meeting the unique and advanced needs of gifted students. Strategies particularly suitable for the gifted.	3

GTE 538	Practicum for Teachers of Gifted Students	Supervised experiences to integrate the knowledge and skills needed to plan, implement, and evaluate effective learning experiences for gifted, creative, and talented students.	3
PSY 432G	Psychology of the Gifted and Creative	The course covers identification of gifted children and adults with an emphasis upon the development of educational programs which maximize the development of giftedness. Included will be a critical review of research and literature in the areas of giftedness and creativity.	3

COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The table below delineates the alignment between program courses and the appropriate KTPS standards. For each X under a particular course, reviewers may view a complete description of KTPS-aligned assessments and experiences within the corresponding course syllabus.

Kentucky Teacher Performance Standards (KTPS)				
	GTE 536	GTE 537	GTE 538	PSY 432G
Standard 1. Learner development	X	X	X	X
Standard 2. Learning differences	X	X	X	X
Standard 3. Learning environments	X	X	X	X
Standard 4. Content knowledge	X	X	X	X
Standard 5. Application of content	X	X	X	X
Standard 6. Assessment	X	X	X	
Standard 7. Planning for instruction	X	X	X	X
Standard 8. Instructional strategies	X	X	X	
Standard 9. Professional learning and ethical practice	X	X	X	
Standard 10. Leadership and collaboration	X	X	X	X

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- Support individual and collaborative learning; and
- Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- a. Take responsibility for student learning;
- b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- c. Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards. For each X under a particular course, reviewers may view a complete description of SPA-aligned assessments and experiences within the corresponding course syllabus. As of March 2018, the CEC became the SPA coordinator for gifted programs.

NAGC/CEC Standards	GTE 536	GTE 537	PSY 432G	GTE 538
1. Learner Development and Individual Learning Differences: Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.				
1.1 Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.	X			
1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents	X			
2. Learning Environments: Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.				
2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that		X	X	

engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.				
2.2 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.		X	X	
2.3 Beginning gifted education professionals adjust their communication to an individual's language proficiency and cultural and linguistic differences.				X
2.4 Beginning gifted education professional demonstrate understanding of the multiple environments that are part of a continuum of service for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.			X	
3. Curricular Content Knowledge: Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.				
3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.		X		
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.		X	X	
3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.		X		
3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.		X		
4. Assessment: Beginning education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.				
4.1 Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal	X			

assessments that minimize bias in identifying students for gifted education programs and services.				
4.2 Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.				X
4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.			X	
4.4 Beginning gifted education professionals use assessment results to develop long-and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.				X
4.5 Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.				X
5. Instructional Planning and Strategies: Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.				
5.1 Beginning gifted education professionals know principles of evidence-based differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking problem-solving, and performance skills of individuals with gifts and talents.		X	X	
5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.				X
5.3 Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.			X	
5.4 Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.	X			
5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.			X	
6. Professional Learning and Ethical Practice: Beginning gifted education professionals use foundational knowledge of the field and professional				

ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.				
6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.		X		
6.2 Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.			X	
6.3 Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.				X
6.4 Beginning gifted education professional are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.			X	
6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.			X	
7. Collaboration: Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.				
7.1 Beginning gifted education professionals apply elements of effective collaboration.			X	
7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues.			X	
7.3 Beginning gifted education professional use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.			X	

PROGRAM FACULTY:

Name	Highest Relevant Degree	Field or Specialty Area of highest relevant degree	Relevant Expertise and/or Scholarship (i.e., SACSCOC justification or as needed)	Courses qualified to teach (SACSCOC guidelines)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching and/or administration and dates of engagement in these roles. Past and Present (i.e. School collaborations)	Status / Academic RANK at IHE Full-time, Part-time, or Adjunct	Status at Program Full-time, Part-time, or Adjunct	Gender
Julia Link Roberts	Ed.D. (Social Studies and Education), Oklahoma State University, 1970	Executive Director of The Center for Gifted Studies and The Gatton Academy of Mathematics and Science in Kentucky	Published 6 books in Gifted Education. One of 7 elective members of the Executive Committee of the World Council for Gifted and Talented Children. President of the Association for the Gifted Division of the Council for Exceptional Children. Director of the National Stem Cell Foundation Grant.	GTE 536 GTE 537 GTE 538 GTE 636 EDU 699	Mahurin Professor of Gifted Studies	7-12 Social Studies and Language Arts Lifetime -- Missouri	3 years teaching middle school/ working with P-12 students annually in Saturday and Summer Programs	Full-Time	Part-time	F
Antonia Szymanski	Ph.D. (Psychological and Quantitative Foundations), University of Iowa, 2011	Educational Psychology Creativity Gifted Studies, Statistics, Research Methods	Presented at the World Council for Gifted. Published several articles regarding the needs of gifted students and how teachers can meet their needs.	GTE 536 GTE 537 GTE 538 GTE 539 GTE 540 GTE 636 GTE 637 PSY 432G EDU 599 EDU 699	Associate Professor	NA	3 years teaching experience working with elementary teachers of gifted, taught calculus and personal finance in high school	Full-Time	Part-time	F

Janet Lynne Tassell	Ph.D. (Curriculum and Instruction), Indiana University 2002	Gifted Education Mathematics Elementary Education	Professional Development for WKU and Warren County Public Schools Gifted Education in Math and Science (GEMS) initiative. Speaker at many state and national conferences regarding STEM discipline issues.	GTE 536 GTE 537 GTE 538 GTE 539 GTE 540 GTE 636 GTE 637 EDU 599 EDU 699	Professor	Teacher for Gifted and Talented, Grades K-12; Teacher for Mathematics, Grades 5-12. General Supervisor and Curriculum Specialist	Taught in public schools 10 years, Gifted Coordinator	Full-Time	Part-time	F
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Please describe the PROGRAM KEY ASSESSMENTS used to measure the areas below (varies by program):

(Key Assessment areas are used to gather data for program feedback and accreditation measures. Examples in blue). Detailed information for each KA must be provided as outlined in the WKU ADV Key Assessment Template).

Other Services Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Type or Form of Assessments An assessment may be listed multiple times if the measures apply to the appropriate areas. Include the key or signature assessments only, does not need to be a list of all the assessments.	KTPS Alignment	Timing of Assessment or Transition points Indicate the point in the program when the assessment is administered.
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	Praxis II, Gifted Advocacy Video	1,2,3,4,5,6,7,8,9,10	Praxis II - end point; Gifted Unit Plan - beginning; Gifted Advocacy video - beginning;
2	Professional Dispositions	Gifted Unit Plan; Gifted Advocacy Video	1,2,3,4,5,6,7,8,9,10	Unit Plan - beginning; Advocacy video - beginning
3	Data and Research driven decision making	Praxis II	1,2,3,4,5,6,7,8,9,10	Gifted Unit Plan – mid point Gifted Advocacy video – mid point
4	Integration of Technology in the discipline	Gifted Unit Plan; Gifted Advocacy Videos	1,2,3,4,5,6,7,8,9,10	Unit Plan - beginning; Advocacy video - beginning
5	Clinical Practice (integrated practices of diversity)	Gifted Unit Plan	1,2,3,4,5,6,7,8,9,10	Gifted Unit Plan - beginning

*Q. Clinical Partnerships and Practice: Describe all clinical partnerships with P-12 schools that are currently active. **How do clinical partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation?** Explain and delineate between the programs if these partnerships and practices are different. (Reference CAEP Standard 2.)*

WKU has clinical partnerships and MOUs with all of our partner districts (sample MOUs provided in attachments). As part of those agreements, WKU and the districts agree to the following core beliefs

Quality preparation of future teachers is a shared responsibility among practicing professionals. Including school-based practitioners and those individuals in higher education.

A team approach in working with and supporting pre-service teachers and advanced candidates through clinical practice aligned with academic and pedagogical content is paramount to their preparation and future success in the profession.

These partnerships provide an opportunity to share and collaborate through awareness and integration of the differing and varying needs and resources of the University and the District. Districts are included in all phases of the candidate life cycle and are an integral part of our continuous improvement process. Examples of the shared responsibility include the development of Key Assessments, choosing/assigning of cooperating, mentor, or collaborating teachers, evaluation of clinical experiences and candidate performance, determining validity and reliability of Key Assessments, survey feedback on programs and candidates, participation in our curricular process including the Professional Education Council (PEC) and the evaluation of data including CEBS Annual Program Reports.

All advanced programs at WKU fall under the umbrella of our current partnerships and MOUs. The current MOUs refers primarily to IP programs as that was the focus of our recent CAEP visit. WKU will modify the overarching MOUs as necessary to include specific references to AP programs.

Program Specific

The Gifted EdS. program integrates technology strategies and use throughout the program. For example:

KA Gifted Advocacy Video

Students create a video to advocate and inform viewers on 3-5 topics they think are important to understand regarding the psychological needs of gifted students. They provide background information and characteristics based on research and best-practices to support these needs. They also create a collaboration plan that indicates how they will use this video to begin to inform and work within their school/district and parents of gifted students.

KA Creativity and Leadership Assignment

The purpose of this assignment is to familiarize yourself with opportunities to collaborate within your school to help develop creativity in students. Candidates conduct an informal online survey of teachers in your school to ask them how they foster creativity in everyday classroom activities. These activities should include technology-based items and analysis. Candidates will also develop an appropriate electronic graphic representation of excellence, progress, opportunity for improvement.

WKU's QAS defines how all advanced programs develop, assess, and analyze our Key Assessments. EPP Partners are included in all phases of the development, implementation, analysis, and revision of Key Assessments. Technology based options may be used to assist in this process including online surveys, data analysis, and online collaboration tools such as Zoom.

The Gifted program and candidates work purposely and collaborate with each district to customize program experiences to meet the needs of the candidate and their district. Two examples of these partnership projects include:

GTE536 - Candidates interview the current gifted coordinator to document identification practices and services currently in place. Comparisons are made to the state gifted regulations, accessibility of the policy is evaluated, and projects are developed to complement their responsibilities in the school (e.g., making recommendations for making the Primary Talent Pool more effective, planning and presenting a workshop on differentiation, or many other topics)

GTE 538 - Practicum - Candidates develop a proposal recommending a program that could be implemented school-wide or district-wide. They choose from an existing program or create their own by combining different elements from their coursework. The proposal must be based on scholarly sources to support the school/district goals and plans.

*Q. Clinical Experiences – EPP Responsibility for Advanced Programs: **Explain how the EPP works with the districts to a) ensure that theory and practice are linked and b) how the EPP will share accountability for advanced program candidate outcomes.***

Please see above

*Q. Clinical Experiences – Advanced Candidates: This area does not apply to Option 6 or the Initial Teacher programs. Explain how the **EPP works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced candidates demonstrate their developing effectiveness in creating environments that support all students’ learning and development.** Include a description of the clinical experiences required of each advanced candidate. If the Clinical Experiences are specific and unique to the certificate program, then skip this section and provide the details in the Program Experiences Section III.*

Candidates are already certified teachers who hold Master’s degrees. Candidates are involved in classrooms and professional experiences connected to course assignments and research for the capstone project (such as interviews, interaction with gifted coordinators, and surveying general education teachers). Specific clinical experiences are embedded within the program to provide real-life, mutually beneficial experiences for the candidates and their respective districts. These clinical experiences are taught and supervised by WKU faculty.

Clinical experiences include:

GTE 536:

- Students interview gifted students, (identified as gifted and talented), students who are highly creative, and gifted coordinators in order to assess needs (often created by strengths with children and young people who are gifted and talented) in order to address the need to alter services offered.
- Students plan individual projects to learn about some aspect of gifted education and talent development that ties directly to their classroom or school.

GTE 537

- Students design a pre-assessment and conduct classroom data analysis which is presented to their PLC / critical learning partners
- Students create a unit based on a universal theme which will be used in GTE 538, they share this unit plan with their critical partner
- Students design and implement four differentiated learning assignments

GTE 538

- Students teach in a summer gifted program for 10 days.
- Students observe other teachers in a summer gifted program for 30 hours

PSY 432G

- Students create a case report on the characteristics of a gifted student and conduct peer reviews of other case studies.
- Students create a multi-media advocacy video and collaboration plan to be used in their schools.

*Q. 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 and RANK result, admission requirements, exit requirements, Praxis II test disclaimer** (If applicable). If the EPP offers multiple program degrees/routes for this category and certification, you must include each variation.*

WKU uses Curriculum Contracts to communicate the following: required coursework and electives, certification and/or degree and Rank result, admission requirements, exit requirements, and Praxis II test disclaimer (If applicable). Curriculum Contracts are included for each program degrees/routes for this category and certification.

Q. 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.

To be admitted into a WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Program as documented in the curriculum contracts.

All Key Assessments associated with this program must be completed. Students must have achieved an average score of 2.0 or higher on all Key Assessments and an average score of 3 on dispositions.

The graduate student must successfully defend a thesis or specialist project, maintain a 3.0 grade-point-average, and complete a three-hour practicum.

WKU uses curriculum contracts as the primary method to communicate program details with each student/candidate. Please see our attached contracts.

*Q. 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 A.2.2**.*

*Q. Exit requirements for each instance in this program category: This must include **exit assessments**. (i.e.,: **KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion**, list it here.) Reference CAEP 3.5 and 3.6*

All Key Assessments associated with this program must be completed. Students must have achieved an average score of 2.0 or higher on all Key Assessments and an average score of 3 on dispositions.

The graduate student must successfully defend a thesis or specialist project, maintain a 3.0 grade-point-average, and complete a three-hour practicum.

WKU uses curriculum contracts as the primary method to communicate program details with each student/candidate. Please see our attached contracts.

Q. Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

Candidates in GTE 537 create a unit plan for meeting the needs of gifted K-12 students in a content area. This assignment provides students the opportunity to utilize the Kentucky P-12 curriculum framework and the Kentucky P-12 school assessment system as they plan how to use pre-assessments and formative assessments within a learning environment designed with principles for educating gifted students at the core. This assignment provides evidence that students can successfully plan appropriate learning activities for gifted students.

Q. 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.

The GTE 537 unit plan utilizes formative and summative assessments to plan instruction for gifted learners. The program standards for gifted programming require candidates to utilize assessments to extend academic achievement beyond mastery of grade level standards. The purpose of formative assessments is to allow the candidates to modify their teaching to move students beyond grade-level achievement.

Q. Provide evidence (TPA/portfolio/other data) of candidates' use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

The PSY432G gifted advocacy video provides evidence of candidates' commitment to creating the best possible environment for all students. This assignment requires candidates to focus on 3-5 areas of psychological and social need for gifted students and to create a video that advocates for teachers, parents, and administrators to collaborate to meet these needs.

Q. 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.

The PSY432G gifted advocacy video provides evidence of candidates' commitment to creating the best possible environment for all students. This assignment requires candidates to focus on 3-5 areas of psychological and social need for gifted students and to create a video that advocates for teachers, parents, and administrators to collaborate to meet these needs.

Q. 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

The GTE 537 unit plan utilizes formative and summative assessments to plan instruction for gifted learners. The program standards for gifted programming require candidates to utilize assessments to extend academic achievement beyond mastery of grade level standards. The purpose of formative assessments is to allow the candidates to modify their teaching to move students beyond grade-level achievement.

Q. Describe how the data from each assessment is used for the continuous improvement of this program.

The data from the program will be collected in the WKU Chalk and Wire System, aggregated/disaggregated and provided back to the program for review. Each Program will complete an Annual Program Report (APR) as described in the QASP section 5.3 A and Appendix B.

The data from each of the key assessments will be used to evaluate the level of understanding and preparedness for our students. By focusing on specific NAGC/CEC standards and collecting this data across multiple semesters, we will be able to determine the extent to which our students are prepared to communicate and collaborate with others regarding the psychological and academic needs of gifted students. If specific areas are found to be a challenge for students to meet the criteria, this will be noted by lower rubric scores on the standard. This information can provide feedback to the course designer to modify content and teaching approaches to improve student learning.

Q. Advanced Teacher - Provide a narrative about each of the assessment areas assigned to this program. The Advanced assessments have five (5) or more areas to be addressed. Discuss the data analysis and explain how the assessment data supports/validates a candidate's ability through the progressions of this program.

There are several instances throughout the program where individual candidate progress is reviewed. Successful completion of the Unit Plan is required to take GTE 538, the practicum. The gifted advocacy video must be completed in order to pass the class. All Master's candidates in this program are required to successfully complete a capstone project. Finally, students are required to pass the Praxis II test to be recognized by the state as having the endorsement.

	Candidate Knowledge	Professional Dispositions	Data & Research driven decision making	Integration of Technology	Clinical Practice
Praxis II	X	X	X	X	X
Unit Plan – GTE 537	X		X		
Advocacy Video – PSY432G	X	X		X	

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	80%
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	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	80%
Methods	Students who completed GTE 536 for Spring 2019 were included in this sample. Number of students was 26.		
Measurement Instrument 3	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	80%
Methods	All students who completed PSY432G for the 2018-2019 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 37 students enrolled.		
Measurement Instrument 4	Capstone Project/Specialist Project/Thesis (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 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.		

Q. Summary Analysis for Programs - Provide a holistic summary and rationale for how all key assessment areas demonstrate the program's overall quality, and how each candidate has demonstrated adequate performance of the appropriate 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 supplements the analysis summary and improvement sections. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.

The program faculty meet annually to review progress and make plans for the coming year and to develop specific reflective improvement plans. Data gathered on all program Key Assessments are included and summarized in an Annual Program Report designed to address the CAEP Advanced Program Standards. The reports will be posted publicly, presented to the CEBS PEC, and used specifically to provide program feedback and to make program-based decisions.

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

The data for the program will be collected in the WKU Chalk and Wire System, aggregated/disaggregated and provided back to the program for review each year. Each Program will complete an Annual Program Report (APR) as described in the Quality Assurance System Plan (QASP) section 5.3 A and Appendix B.

Q. Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements. The Quality Assurance System ensures continuous improvement by relying on a variety of measures, establishing performance benchmarks for those measures (with reference to external standards where possible), seeking the views of all relevant stakeholders, sharing evidence widely with both internal and external audiences, and using results to improve policies and practices in consultation with partners and stakeholders. The Quality Assurance System should contain the assessments, rubrics and analysis for the EPP wide assessments for the initial teacher programs and program assessments for the advanced programs. Define the EPP transition points and distinguish between the "Initial" and "Advanced" programs. Highlight any differences or exceptions at the program level (i.e. Occupation-based; Communication Disorders). Attach your full Quality Assurance System document using the "Attach Supporting Documents" module. Provide a summary of the EPP's Quality Assurance System and process for collecting and analyzing data for program improvement.

WKU has developed a comprehensive Quality Assurance System Plan, which allows all programs to follow consistent and well defined procedures in the development, implementation, and the interpretation of the assessments used to provide evidence of candidate performance and program quality. The document defines the following:

- EPP Steps to Establishing Validity
- Development, Piloting, and Refinement
- Assessment Use and Training
- Assessment Use and Training
- Types of Validity Evidence
- Results Analysis and Interpretation
- Uses Results to Improve Program Elements and Processes
- The WKU QASP Document provides additional details on these items.

All IP and AP programs at WKU follow the overall Quality Assurance Plans included in the program documentation.

CURRICULUM CONTRACT:***Graduate Program –***

*Gifted Education and Talent Development (P-12) Certification Only
WKU#132 EPSB#22 leading to KE37 Gifted Education*

Certification only program. This program does not lead to a degree.

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street	Home Phone Number		Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

To be admitted into a WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Programs."

REQUIRED COURSES		HOURS
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	3
GTE 538	Practicum for Teachers of Gifted Students	3
PSY 432G	Psychology of the Gifted and Creative	3
Total		12 Hours

Mid-Point Assessment Requirements:

To be admitted into the final experience, candidates must meet all minimal criteria described under "Transition Point 2: Admission to Final Experience."

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
2. Note that additional requirements (described below) must be met in order to be recommended for certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Advanced Preparation Program

Transition Point 1: Admission to Education Preparation Program				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
<ul style="list-style-type: none"> ● GPA ● Application for admission ● Existing Teaching Certificate or Statement of Eligibility (SOE) 	<ul style="list-style-type: none"> ● 2.75 GPA or 3.0 in last 30 hours ● Completed Application including the following: <ul style="list-style-type: none"> ● KY Code of Ethics ● Professional Dispositions ● 4Cs – Collaboration, Communication Skills, Critical Thinking, and Creativity ● Evidence of current teaching certificate or SOE 	Each Month	Department Faculty	Professional Education Council
Transition Point 2: Admission to Final Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<ul style="list-style-type: none"> ● Key Assessments ● GPA 	<ul style="list-style-type: none"> ● 3.0 (Proficient) or higher on all Key Assessments ● 3.0 or higher overall GPA 	Each Semester	Department Faculty	Department Faculty
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<ul style="list-style-type: none"> ● GPA ● Praxis II 	<ul style="list-style-type: none"> ● 3.0 or higher overall GPA ● 3.0 (Proficient) or higher score 	Each Semester	Department Faculty	Graduate Studies/ Certification Officer

To be recommended for initial certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II exam(s) or other assessments required for each desired certification area.

KDE Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Division of Educator Preparation, Assessment, and Internship at toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):**Education Advisor's Signature/Date:**

Signature

Date

Candidate Signature/Date:**Specialization Advisor's Signature/Date (if needed):**

Signature

Date

Signature Date

