

Program Report for the Preparation of Gifted Education Professionals

National Association for Gifted Children (NAGC)/Council for Exceptional Children (NAGC/CEC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM DD YYYY

/ /

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

M.Ed. Curriculum & Instruction: Academically Gifted

7. NCATE Category

Special Education-Gifted

8. Grade levels⁽¹⁾ for which candidates are being prepared

K-12

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- ☐ Advanced Teaching
- ☐ First teaching license
- ☐ Other School Personnel
- ☐ Unspecified

10. Degree or award level

- ☐ Baccalaureate
- ☐ Post Baccalaureate
- ☐ Master's
- ☐ Post Master's
- ☐ Specialist or C.A.S.
- ☐ Doctorate
- ☐ Endorsement only

11. Is this program offered at more than one site?

- ☐ Yes
- ☐ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

14. Program report status:

- ☐ Initial Review
- ☐ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ☐ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and

data must be reported in Section III. Does your state require such a test?

☐ Yes

☐ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NAGC/CEC standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated.

Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	
Highest Degree, Field, & University ⁽⁵⁾	
Assignment: Indicate the role of the faculty member ⁽⁶⁾	
Faculty Rank ⁽⁷⁾	
Tenure Track	€ YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NAGC/CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	A Collection of Artifacts	Creativity Project, Foundations of Gifted Education Project, and Social Emotional aspects of Giftedness Project	SPED 574, SPED 575, and SPED 578
Assessment #2: Assessment of content knowledge in special education (required)	Course Final Grades	Grades	SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578
Assessment #3: Assessment of candidate ability to plan instruction (required)	Thematic Interdisciplinary Unit	Unit from Internship Portfolio	SPED 577
Assessment #4: Assessment of student teaching (required)	Observations of Teaching	Observations from Internship Portfolio	SPED 577
Assessment #5: Assessment of candidate effect on student learning (required)	Assessment Portfolio	Creativity Project, Foundations of Gifted Education Project, and Assessment Report from Internship Portfolio	SPED 574, SPED 575, and SPED 577
Assessment #6: Additional assessment that addresses NAGC/CEC standards (required)	Tiered Assignment Learning Center	Tiered Assignment Learning Center	SPED 576

Assessment #7: Additional assessment that addresses NAGC/CEC standards (optional)			
Assessment #8: Additional assessment that addresses NAGC/CEC standards (optional)			

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAGC/CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAGC/CEC standards.

1. CONTENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
1. Foundations. Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories , relevant laws and policies , diverse and historical points of view, and human issues . These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice , including assessment, instructional planning, implementation, and program evaluation. They further understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. Beginning educators of the gifted demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ
2. Development and Characteristics of Learners. Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs (ELN) and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this								

<p>knowledge to describe the varying abilities and behaviors of individual's with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.</p>							
<p>Beginning educators of the gifted demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	b	b	e	e	e	e	e
<p>Standard 3. Individual Learning Differences. Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests. The understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.</p>	b	b	e	e	e	e	e
<p>Standard 4. Instructional Strategies. Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.</p>	b	b	b	b	e	b	e
<p>Standard 5. Learning Environments and Social Interactions. Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.</p>	b	b	e	b	e	b	e
<p>Standard 6. Language. Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with</p>	b	b	e	e	e	b	e

gifts and talents who are English language learners.								
Standard 7. Instructional Planning. Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual’s abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the educator’s selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual’s progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.	b	b	b	b	e	b	e	e
Standard 8. Assessment. Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.	b	b	b	e	b	b	e	e
Standard 9. Professional and Ethical Practice. Educators of the gifted are guided by the profession’s ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices. Educators of the gifted view themselves as lifelong learners and regularly reflect on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice. Educators of the gifted understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families.	b	b	e	b	e	b	e	e
Standard 10. Collaboration. Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover,	b	b	e	e	e	b	e	e

educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well being of individuals with gifts and talents across settings and diverse learning experiences.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. State licensure tests or professional examinations of content knowledge. NAGC/CEC

standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 1.doc	Assessment 1 5A.doc
Assessment 1 5B.doc	

See **Attachments** panel below.

2. Assessment of content knowledge⁽¹⁵⁾ in special education. NAGC/CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks⁽¹⁶⁾ . (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2.doc

See **Attachments** panel below.

⁽¹⁵⁾ Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

⁽¹⁶⁾ A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as special educators. NAGC/CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans. An example would be a differentiated unit of instruction (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3.doc	Assesment 3 5A.doc
Assessment 3 5B.doc	

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAGC/CEC standards that could be addressed in this assessment include

but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4.doc	Assessment 4 5A.doc
Assessment 4 5B.doc	

See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on student learning. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5.doc	Assessment 5 5A.doc
Assessment 5 5B.doc	

See **Attachments** panel below.

6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6.doc	Assessment 6 5A.doc
Assessment 6 5B.doc	

See **Attachments** panel below.

7. Additional assessment that addresses NAGC/CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

8. Additional assessment that addresses NAGC/CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV



SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Standard 1 Foundations [met with conditions]

The reviewers commented on Assessments 1, 2, and 7 in their report. Standard 1 is now addressed by Assessment 1, 2, and 6.

Assessment 1 was changed from Praxis in Gifted Education 0357 Exam to Other content-based assessment -Collection of Artifacts. At the time the initial report was written it was unclear whether or not Louisiana required the Praxis II Gifted Education Test 0357 for certification purposes. Upon receipt of feedback concerning this SPA report, it was confirmed with the Louisiana State Department of Education Gifted Specialist that this exam is not a requirement. Now, Assessment 1 is a Collection of Artifacts with items from SPED 574, SPED 575, and SPED 578. Standard 1 Foundations is addressed by the Foundations in Gifted Education Presentation and Case Study in SPED 575 and by the Review of the Literature Paper and Collaboration Assignment in SPED 578. Revised assignment directions and evaluation rubric for these tasks are found as attachments in Section IV revisions of this report.

Standard 1 is addressed in Assessment 2. Assessment 2 was changed from Content Exam to Grades Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 are used to assess Standard 1. Specific alignment of grades to courses relative to Standard 1 can be found in Section IV revisions of this report.

Standard 1 is addressed in Assessment 6. This assessment was changed from Social Emotional Portfolio to Additional Assessment that addresses NAGC/CEC Standards (required)-Tiered Assignment Learning Center. Standard 1 (Standard K2) is now addressed in Assessment 6. Complete assignment directions and evaluation rubric are found in Section IV.

Standard 1 is no longer addressed in Assessment 7, Professional Portfolio, because this assessment was eliminated. Assignments were re-arranged to become part of the Artifact Collection in Assessment 1.

Standard 2 Development and Characteristics of Learners [met with conditions]

The reviewers commented on Assessments 1, 2, 7, and 8 in their report. Assessments 1 and 2 now address Standard 2.

Standard 2, Development and Characteristics of Learners, is addressed in Assessment 1 by the Reflective Article Summary Assignment in SPED 574, Case Study in SPED 575, and Literature Review Paper, and Collaboration Assignments in SPED 578. Revised assignment directions and evaluation rubric for these tasks for Assessment 1 are found as attachments in Section IV revisions of this report.

Standard 2 is also addressed in Assessment 2. Assessment 2 was changed from Content Exam to Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 will be used to assess Standard 2. Specific alignment of grades to courses relative to Standard 2 can be found in Section IV revisions of this report.

Standard 2 is no longer addressed in Assessment 7- Professional Portfolio or Assessment 8-Creativity Portfolio, because these assessments were eliminated and the assignments from those assessments were re-arranged to become part of the Artifact Collection in Assessment 1.

Standard 3 Individual Learning Differences [met with conditions]

The reviewers commented on Assessments 1, 6, 7, and 8. Assessments 1 and 2 now address Standard 3.

Standard 3 Individual Learning Differences is specifically addressed in Assessment 1 by the Reflective Article Summaries in SPED 574, Case Study in SPED 575, and the Literature Review Paper and Collaboration Assignments in SPED 578. Revised assignment directions and evaluation rubric for these tasks for Assessment 1 are found as attachments in Section IV revisions of this report.

Standard 3 is also address by Assessment 2-Grades. Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 will be used to assess Standard 3. Specific alignment of grades to courses relative to Standard 3 can be found in Section IV revisions of this report.

Assessments 6, 7, and 8 of the original report have been changed or eliminated and do not impact Standard 3.

Standard 4 Instructional Strategies [not met]

The reviewers commented on Assessments 1, 3, 4, 6, 7, and 8. Assessments 1, 2, 3, 4, and 6 now address Standard 4.

Standard 4-Instructional Strategies is specifically addressed by Assessment 1 by the Article Summary Assignment, Curriculum Mapping/Lesson Plan w/assessment in SPED 574, and the Case Study in SPED 575. Revised assignment directions and evaluation rubric for these tasks for Assessment 1 are found as attachments in Section IV revisions of this report

Standard 4 is also addressed by Assessment 2-Grades. Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 will be used to assess Standard 4. Specific alignment of grades to courses relative to Standard 4 can be found in Section IV revisions of this report.

Standard 4 is now addressed by Assessment 3-Unit from Internship Portfolio. In SPED 577, teacher candidates create a thematic, interdisciplinary unit. The document that the student submits will provide instruction for a two-week period and includes all lesson plans; assessments for each lesson (including pre and post tests); program descriptions; thematic webbing of curriculum; lists of generalizations, goals, and objectives. The unit will be assessed using the National Association for Gifted Children Rubric for Rating Outstanding Curriculum. Revised assignment directions, a sample lesson plan for the unit, and evaluation rubric for Assessment 3 are found as attachments in Section IV.

Standard 4 is now addressed by Assessment 4-Observations from Internship Portfolio. In SPED 577, the teacher candidate will teach and videotape 3 lessons from the thematic, interdisciplinary unit and use the Classroom Observations Scales as a framework for reflecting on his/her teaching. Additionally, the course instructor will use the Classroom Observations Scales to assess the teacher candidate. The teacher candidate will submit a Practicum Experience Report consisting of three sections: Reflections on Curriculum Design, Learning Experience/Environment, and Artifact Journal.

Standard 4 Instructional Strategies is aligned with the Reflections on Teaching Report and the Instructor's Observations of Teacher Candidate's teaching. Assignment directions, evaluation rubrics for evaluating the Reflections on Teaching Report and the Classroom Observations Scales for Assessment 4 are attachments in Section IV revisions of this report.

Standard 4 is addressed by Assessment 6-Additional Assessment that Addresses NAGC/CEC Standards (Required)-Tiered Assignment Learning Center. The Tiered Assignment Learning Center based upon a multicultural literature unit addresses assessment 6 in the following ways: in pre-assessment Standard 6 Language and Communication S4, Literature Selection, Standard 6 Language and Communication S6, Instructional Activities Standard 6 Language and Communication S2. Assignment directions and the evaluation rubric can be found as attachments in Section IV

Assessment 7 and 8 of the original report were eliminated and do not impact Standard 4.

Standard 5 Learning Environments and Social Interactions [not met]

The reviewers commented on Assessments 3, 4, 6, and 7. Assessment 1, 2, 4, and 6 now address standard 5.

Standard 5 Learning Environments and Social Interactions is specifically addressed in Assessment 1 by the Review of the Literature Paper and Collaboration Assignment in SPED 578. Assignment directions for these tasks can be found in Section IV as Attachment D. Attachment E contains the evaluation rubric for Assessment 1.

Standard 5 is also addressed by Assessment 2-Grades. Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 will be used to assess Standard 5. Specific alignment of grades to courses relative to Standard 5 can be found in Section IV revisions of this report.

Standard 5 is also addressed Assessment 4-Observations from Internship Portfolio. In SPED 577, the teacher candidate will teach and videotape 3 lessons from the thematic, interdisciplinary unit and use the Classroom Observations Scales as a framework for reflecting on his/her teaching. Additionally, the course instructor will use the Classroom Observations Scales to assess the teacher candidate. The teacher candidate will submit a Practicum Experience Report consisting of three sections: Reflections on Curriculum Design, Learning Experience/Environment, and Artifact Journal. Standard 5 is aligned with the Practicum Experience Report and the Instructor's Observations of Teacher Candidate's teaching. Directions, a rubric for evaluating the Reflections on Teaching Report, and the rubric for assessing Instructor's Observation based upon the Classroom Observations Scales are included as attachments in Section IV of this report.

Standard 5 is also addressed by Assessment 6-Additional Assessment that Addresses NAGC/CEC Standards (Required)-Tiered Assignment Learning Center. Standard 5 is addressed in the Tiered Assignment Learning Center Project in SPED 576 in the following ways: Selection of Literature Standard 5 Learning Environments and Social Interactions K1, K2, S1; Instructional Strategies Standard 5 Learning Environments and Social Interactions S2, S3, S4. Complete assignment directions and evaluation rubric can be found in Section IV as attachments.

Assessment 7 of the original report was eliminated and does not impact Standard 5.

Standard 6 Language [not met]

The reviewers commented on Assessment 3. To address those comments the following changes have been made. Standard 6 is now assessed by Assessments 1, 2, and 6.

Standard 6 Language is specifically addressed in Assessment 1 in Foundations of Gifted Education Presentation in SPED 575. Assignment directions and rubric for this artifact can be found in as attachments in Section IV revisions of this report.

Standard 6 is also addressed by Assessment 2-Grades. Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 will be used to assess Standard 6. Specific alignment of grades to courses relative to Standard 6 can be found in Section IV revisions of this report.

Standard 6 is addressed in the Tiered Assignment Learning Center Project in SPED 576 in the following ways: Instructional Strategies Standard 5 Learning Environments and Social Interactions S1, S2. Complete assignment directions and evaluation rubric can be found in Section IV as attachments.

Standard 7 Instructional Planning [not met]

The reviewers commented on Assessments 3, 4, and 7. Standard 7 is now addressed by Assessment 1, 2, 3, 4, and 6.

Standard 7 Instructional Planning is specifically addressed in Assessment 1 by the Curriculum Mapping/Lesson Plan w/assessment in SPED 574 and the Case Study in SPED 575. Assignment directions and evaluation rubric are found in Section IV as attachments.

Standard 7 is also addressed by Assessment 2-Grades. Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 will be used to assess Standard 7. Specific alignment of grades to courses relative to Standard 7 can be found in Section IV revisions of this report.

Standard 7 is addressed by Assessment 3-Unit from Internship Portfolio. In SPED 577, teacher candidates create a thematic, interdisciplinary unit. The document that the student submits will provide instruction for a two-week period and will include all lesson plans; assessments for each lesson (including pre and post tests); program descriptions; thematic webbing of curriculum; lists of generalizations, goals, and objectives. The unit will be assessed using the National Association for Gifted Children Rubric for Rating Outstanding Curriculum. Assignment directions, a sample lesson plan and the evaluation rubric for this task are found in Section IV.

Standard 7 is now addressed by Assessment 4-Observations from Internship Portfolio. In SPED 577, the teacher candidate will teach and videotape 3 lessons from the thematic, interdisciplinary unit and use the Classroom Observations Scales as a framework for reflecting on his/her teaching. Additionally, the course instructor will use the Classroom Observations Scales to assess the teacher candidate. The teacher candidate will submit a Practicum Experience Report consisting of three sections: Reflections on Curriculum Design, Learning Experience/ Environment, and Artifact Journal. Standard 7 Instructional Planning is aligned with the Practicum Experience Report. The evaluation rubric for the Practicum Experience Report is found in Section IV revisions of this report.

Standard 7 is addressed in the Tiered Assignment Learning Center Project in SPED 576 in the following ways: Unit Objectives Standard 1 Foundations S1 and Instructional Planning and Activities Standard 7 Instructional Planning S4, S5. Assignment directions and evaluation rubric are found in Section IV.

Assessment 7 of the original report was eliminated and does not impact Standard 7.

Standard 8: Assessment [not met]

The reviewers commented on Assessments 4, 5, and 7. Standard 8 is now assessed by Assessment 1, 2, 3, and 5.

Standard 8 Assessment is addressed in Assessment 1 by the Case Study in SPED 575. Directions for Assessment 1 and the evaluation rubric are found in Section IV.

Standard 8 is also addressed by Assessment 2-Grades. Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 will be used to assess Standard 8. Specific alignment of grades to courses relative to Standard 8 can be found in Section IV revisions of this report.

Standard 8 is also assessed by Assessment 3-to Unit from Internship Portfolio. In SPED 577, teacher candidates create a thematic, interdisciplinary unit. The document that the student submits will provide instruction for a two-week period and will include all lesson plans; assessments for each lesson (including pre and post tests); program descriptions; thematic webbing of curriculum; lists of generalizations, goals, and objectives. The unit will be assessed using the National Association for Gifted Children Rubric for Rating Outstanding Curriculum. Assignment directions, a sample lesson plan, and a rubric based upon the NAGC rubric can be found as attachments in Section IV revisions of this report.

Standard 8 is specifically addressed in Assessment 5 in the Assessment Portfolio by the Imagination Station assignment in the Creativity Project in SPED 574, Analysis of Assessment report in SPED 575, and Assessment Report from the Internship Portfolio in SPED 577. Assignment directions and evaluation rubric are found in Section IV.

Assessment 7 of the original report was eliminated and does not impact Standard 7.

Standard 9. Professional and Ethical Practice [not met]

The reviewers commented on Assessments 4, 7, and 8. Standard 9 is now assessed by Assessment 1, 2, 4, and 6.

Standard 9 Professional and Ethical Practice is addressed in Assessment 1 by the Imagination Station Assignment in SPED 574 and the Professional Development Log in SPED 575. Directions and evaluation rubric for Assessment 1 are found as attachments in Section IV.

Standard 9 is also addressed by Assessment 2-Grades. Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 will be used to assess Standard 9. Specific alignment of grades to courses relative to Standard 9 can be found in Section IV revisions of this report.

Standard 9 is assessed by Assessment 4-Observations from Internship Portfolio. In SPED 577, the teacher candidate will teach and videotape 3 lessons from the thematic, interdisciplinary unit and use the Classroom Observations Scales as a framework for reflecting on his/her teaching. Additionally, the course instructor will use the Classroom Observations Scales to assess the teacher candidate. The teacher candidate will submit a Practicum Experience Report consisting of three sections: Reflections on Curriculum Design, Learning Experience/Environment, and Artifact Journal. Standard 9 Professional and Ethical Practice is aligned with the Reflections on Teaching Report and the Practicum Experience Report. Directions for the Reflections on Teaching Report and the Practicum Experience Report and evaluation rubric are included as attachments in Section IV revisions of this report.

Standard 9 is addressed in the Tiered Assignment Learning Center Project in SPED 576 in the following way:

Standard 9 Professional and Ethical Practices S3. Assignment directions and evaluation rubric can be

found in Section IV.

Assessment 7 and 8 of the original report were eliminated and do not impact Standard 4.

Standard 10. Collaboration [met with conditions]

The reviewers commented on Assessments 5, 6, and 7. Standard 10 is now assessed by assessment 1, 2, and 6.

Standard 10-Collaboration is addressed by the Professional Development Log in SPED 575 and the Collaboration Assignment in SPED 578. Directions and evaluation rubric can be found for Assessment 1 as attachments in Section IV revisions of this report

Standard 10 is also addressed by Assessment 2-Grades. Grades from SPED 574, SPED 575, SPED 576, SPED 577, and SPED 578 will be used to assess Standard 10. Specific alignment of grades to courses relative to Standard 10 can be found in Section IV revisions of this report

Standard 10 is addressed by Assessment 6-Tiered Assignment Learning Center Project in SPED 576 in the following ways: Collaboration Standard 10 K1. Directions and evaluation rubric are found in Section IV

Assessment 7 and 8 of the original report were eliminated and do not impact Standard 4.

Response to Part C

C.1 Candidates Knowledge of Content–Standards 1-3

Changes made to reflect reviewer's comments are included below.

Standards 1, 2, and 3 are now addressed in Assessment 1-Artifact Collection and by Assessment 2-Grades. A description of Assessment 1, assignment directions, and evaluative rubrics can be found as attachments in Section IV revisions of this report. Grades from SPED 574, SPED 575, SPED 576, SPED 577 and SPED 578, Assessment 2, are also used to assess Standards 1-3. Alignment of grades to courses relative to Standard 2 can be found in Section IV revisions of this report. Grades for courses are reported in Section IV of this document. Because of revised rubrics for these assessments, there is no data to report.

C2 Candidates' ability to understand and apply pedagogical and professional content, knowledge, skills, and dispositions -Standards 4-10

It is noted that the reviewers stated that there was a limited number of rubrics used throughout the program, and that because of this it was not possible to ascertain how the program differentiates among and between pedagogical and professional content knowledge, skills, and dispositions. The reviewers also noted that the existing rubrics needed to be refined. In the initial report 7 rubrics were provided. Rubrics were revised to include language from the National Gifted Education Standards for University Teacher Preparation Programs. Additionally, rubrics were modeled after examples provided in that document.

Revised rubrics from Section IV of this revised report are listed below for the Assessments indicated:

1. Collection of Artifacts
2. Thematic Interdisciplinary Unit
3. Evaluation Rubric for Observation of Teaching
4. Evaluation of Practicum Experience Report
5. Evaluation Rubric for Assessment Portfolio

6. Evaluation Rubric for Tiered Assignment Learning Center

Revised assignment directions have been provided and are included as attachments in Section IV. They are:

- A. Alignment Table: Standards/Assignments Courses.
- B. Directions for The Creativity Project Assessment 1
- C. Directions for The Foundations of Gifted Education Project Assessment 1
- D. Directions- Social Emotional Aspects of Giftedness Project Assessment 1
- F. Directions-Conceptual Thematic Interdisciplinary Unit Assessment 3
- G. Sample Lesson Plan Assessment 3
- Directions Observations of Teaching Assessment 4
- Directions for Assessment Portfolio Assessment 5
- Directions for Tiered Assignment Learning Center Assessment 6

Assessment 3 was changed from Lesson Plan from Thematic Interdisciplinary Unit to Unit from Internship Portfolio. SPED 577 NAGC Rubric for Rating Outstanding Curriculum in the revised section IV of this report is attached.

Assessment 4 was changed from Internship Observation to Observations from Internship Portfolio. This portfolio has three components. There is a rubric for assessing the Reflections on Teaching Report, the Practicum Experience Report and the Instructor's self assessment of teacher using the Classroom Observation Scales which can be found in revised Section IV of this revised report.

Assessment 5 Assessment Portfolio-Assignment directions have been refined. Artifacts from several courses have been assimilated as artifacts for this portfolio.

Assessment 6 Social Emotional Portfolio has been changed to Additional Assessment that Addresses NAGC/CEC Standards (Required)-Tiered Assignment Learning Center

C.3 Candidate effects on P-12 student learning

The reviewers' comments indicate that the lack of clearly articulated assignments, rubrics, and other assessments prevents establishing the P-12 link. Because of the newly developed list of assessments in this revised report, the assessments listed delineated in the report have been "reassigned." All rubrics have been redesigned to remedy this situation such that the P-12 link is now more clearly evident.

PART D

All assignments and rubrics have been reviewed and refined so that assignments are more clearly described and more exact information can be elicited about the progress of candidates.

PART E

As a result of this feedback rubrics have been redesigned and more precisely aligned with standards. Within each assignment the components more clearly and precisely match the assignments.

The Revised Program Report, therefore, consists of:

- (1) Section II List of Assessments: This section has been revised to include revisions to Assessments 1–5 and the elimination of Assessments 6-8. The reorganization of assessments is based upon the fact that Louisiana does not require the Praxis II Gifted Education Test. Assessments that were originally part of Assessments 6-8 have been included in Assessments 1 – 5. A new Assessment 6 was created, Additional Assessment that Addresses NAGC/CEC Standards (Required)-Tiered Assignment Learning Center
- (2) Section III Relationship of Assessments to Standards: This section was revised to more accurately

reflect the reallocation of assignments as described above in (1).

(3) Section IV Evidence of Meeting Standards: This section will be revised to more accurately reflect the reallocation of assignments as described above in (1) and to provide revised rubrics and additional rubrics as recommended.

(4) Section V Use of Assessment Results to Improve Candidate and Program Performance: Part D of the Revised Program Report noted that since the program was new, longitudinal assessment would not be applied to improvement of candidate performance. The report emphasized that precision of rubrics (especially the inclusion of language from the Standards in the rubrics) was a requisite to collection of assessment data. All rubrics have been revised to include language used in the NAGC Standards for University Teacher Preparation Programs.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.