

2017 Gifted, Creative, and Talented Education Program Assessment Plan

Degree Program: Gifted, Creative, and Talented Education

Degree Types: GC, MED

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Section 1. Program or Departmental Mission Statement.

The graduate programs in Gifted, Creative, and Talented Education are based on the 2013 National Association for Gifted Children/Council for Exceptional Children (NAGC/CEC) Standards for preparing candidates as gifted and talented educators according to their roles and responsibilities in the profession. The NAGC/CEC Standards reflect current research and best practice for professionals charged with the responsibility of identifying children and adolescents with gifts and talents and providing a continuum of services for them in classrooms and schools.

The embedded linkages of the programs are important in designing key assignments and their aligned assessments for the two graduate gifted programs in the School of Education. Our assessment plan is organized to demonstrate the linkage between the graduate certificate and the masters degree according to the candidates' professional goals. The programs are:

- 1) Graduate Certificate in *Gifted and Talented Education K-12* (generally held by a general classroom teacher or a specialist gifted education facilitator)
- 2) Masters in *Gifted, Creative, and Talented Education* (generally held by a specialist gifted education facilitator with building or district leadership responsibilities)

The Graduate Certificate in Gifted and Talented Education and the Masters in Gifted, Creative, and Talented Education support the vision and mission of the School of Education.

The School of Education Vision is: "Preparing professionals to teach, lead, and innovate in a diverse society."

The School of Education Mission Statement is:

"We make scholarly and professional contributions to the communities of central Arkansas as well as the academic community more broadly. We commit our combined resources and expertise to promoting best practices in the broad range of educational contexts we represent as well as the discovery and communication of knowledge in the field of education. We are dedicated to promoting and supporting learning communities that are diverse and equitable, and that approach problem-solving with both innovation and collaboration."

Section 2: Student Learning Goals for Academic Program.

Seven standards with 28 specific learning objectives for Gifted, Creative, and Talented Education for candidate preparation programs from NAGC/CEC provide the framework for the assessment plan. The standards and their learning objectives are:

Standard 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.

1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents

Standard 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 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.

2.3 Beginning gifted education professionals adjust their communication to an individual's language proficiency and cultural and linguistic differences.

2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.

Standard 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.

3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.

3.3 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

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.

Standard 4: Assessment

Beginning gifted 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 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.

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.

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.

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.

Standard 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.

5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.

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.

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.

5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

Standard 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.

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.

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.

6.4 Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.

6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.

Standard 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.

7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues.

7.3 Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.

Section 3: Curriculum Map

The curriculum map, Figure 1, summarizes the required and elective courses and indicates where each learning outcome is taught. In Spring 2017, the Arkansas Department of Education (ADE) reviewed the Gifted, Creative, and Talented Education programs for online delivery. As part of the review process, a combined Curriculum Map was developed by program faculty, reviewed by ADE, and subsequently approved by ADE on April 13, 2017. UA Little Rock began was permitted to begin these online programs in Fall 2017.

Figure 1: Curriculum Map

Gifted and Talented, K-12	Course Alignment with ADE Content Competencies (NAGC/CEC Standards), GC and MED												
	GATE 7350	GATE 7355	GATE 7356	GATE 7357	GATE 7361	GATE 7362	GATE 7363	GATE 7390	GATE 7393	GATE 7393 (PAP/AP)	GATE 7395	GATE 7399	EDFN 7370
1. Learner Development and Individual Learning Differences													
1.1	X			X	X	X	X	X	X	X			X
1.2	X			X	X	X	X		X	X			X
2. Learning Environment													
2.1						X	X						X
2.2						X	X						
2.3	X					X	X						
2.4	X						X	X					
3. Curricular Content Knowledge													
3.1	X	X	X	X	X	X				X	X		X
3.2		X		X	X					X	X		
3.3				X	X			X	X	X			X
3.4		X		X	X			X		X	X		
4. Assessment													
4.1	X			X		X		X	X				X
4.2	X			X		X		X	X				X
4.3	X							X	X				X
4.4				X		X		X	X	X			X
4.5								X	X	X			
5. Instructional Planning and Strategies													
5.1			X	X	X	X				X		X	
5.2		X			X	X		X		X		X	
5.3							X	X		X			
5.4				X	X	X			X	X			X
5.5		X		X	X	X		X		X			
6. Professional Learning and Ethical Practices													
6.1	X		X	X	X	X	X		X		X	X	
6.2	X				X	X	X		X			X	
6.3			X				X		X		X	X	
6.4			X		X	X		X			X	X	
6.5	X			X		X			X		X		
7. Collaboration													
7.1					X	X	X	X					
7.2						X	X						
7.3						X	X	X	X				

Section 4: Assessment Methods

This section aligns the key assessments for the required courses to the NAGC/CEC standards for preparing gifted and talented educators for their specialized roles within the two programs in the School of Education: Gifted and Talented Education K-12 (GC) and Gifted, Creative, and Talented Education (MED).

Key Assessments

The specific learning objectives are aligned with and embedded in the rubrics for the key assessments in the order listed below.

The Gifted, Creative, and Talented Education MED program currently uses seven key assessments aligned with the 28 specific learning objectives. Six key assessments align with the 28 specific learning objectives for the Graduate Certificate. These are:

1. Licensure Assessment (Praxis 5358 Gifted Education developed by the Educational Testing Service [ETS]) **GC, MED**
2. Content Knowledge (Comprehensive Examination Rubric developed by program faculty) **MED**
3. Ability to Plan Instruction (NAGC Curriculum Unit rubric developed by a national committee, reported in the research literature, and modified by program faculty) **GC, MED**
4. Purdue Teacher Observation Form (TOF) (reliability and validity reported in the research literature) **GC** (1 application), **MED** (2 applications)
5. Candidate Effect on Student Learning (Assessment of Student Learning based on the NAGC/CEC Standards) **GC** (1 application), **MED** (2 applications)
6. Case Analysis Assessment (based on “Helping Juan: A Case Study” and developed by program faculty and published in the NAGC Guidebook for Educator Preparation Programs) **GC, MED**
7. GATE Research Paper Assessment (developed by program faculty based on NAGC/CEC Standards) **GC, MED**
8. Project Synthesis Paper; proposed new key assessment **GC, MED**.

Six measures currently provide data on candidate learning. These are Assessments #1, #2, #3, #4, #6, and #7. Key Assessment #8, currently under development, will provide data on candidate learning. Assessment #5 measures candidate impact on K-12 student learning.

Rubrics have been developed by program faculty to assess candidate learning outcomes for Key Assessments #2, #3, #5, #6, and #7. Key Assessment #4 is a classroom observation checklist with validity and reliability data reported in the research literature. Key Assessment #8, Research Synthesis Project which is linked to the course, GATE 7363 Affective Needs of the Gifted and Talented, is the new assessment under development and being piloted in GATE 7363.

Figure 2 summarizes the Alignment of NAGC/CEC Standards, Key Assessments, and Courses. The rubrics, the classroom observation checklist, and the rubric under development are provided at the end of in this document.

Figure 2: Alignment of NAGC/CEC Standards, Key Assessments, and Courses

NAGC/ CEC Standards	Graduate Certificate	MED
<p>Standard 1 Development and Individual Learning Differences</p>	<p>GATE 7350 Case Analysis Assessment GATE 7357 Ability to Plan Instruction GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>	<p>GATE 7350 Case Analysis Assessment GATE 7357 Ability to Plan Instruction GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>
<p>Standard 2 Learning Environment</p>	<p>GATE 7350 Case Analysis Assessment GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>	<p>GATE 7350 Case Analysis Assessment GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>
<p>Standard 3 Curricular Content Knowledge</p>	<p>GATE 7350 Case Analysis Assessment GATE 7357 Ability to Plan Instruction GATE 7390 Teacher Observation Form Assessment of Student Learning</p>	<p>GATE 7350 Case Analysis Assessment GATE 7356 Content Knowledge GATE 7357 Ability to Plan Instruction GATE 7390 Teacher Observation Form Assessment of Student Learning</p>
<p>Standard 4 Assessment</p>	<p>GATE 7350 Case Analysis Assessment GATE 7357 Ability to Plan Instruction GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>	<p>GATE 7350 Case Analysis Assessment GATE 7357 Ability to Plan Instruction GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>
<p>Standard 5 Instructional Planning and Strategies</p>	<p>GATE 7357 Ability to Plan Instruction GATE 7390 Teacher Observation Form Assessment of Student Learning</p>	<p>GATE 7356 Content Knowledge GATE 7357 Ability to Plan Instruction GATE 7390 Teacher Observation Form Assessment of Student Learning</p>
<p>Standard 6 Learning and Ethical Practices</p>	<p>GATE 7350 Case Analysis Assessment GATE 7357 Ability to Plan Instruction GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>	<p>GATE 7350 Case Analysis Assessment GATE 7356 Content Knowledge GATE 7357 Ability to Plan Instruction GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>
<p>Standard 7 Collaboration</p>	<p>GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>	<p>GATE 7363 Project Synthesis Paper (in development) GATE 7390 Teacher Observation Form Assessment of Student Learning</p>

Assessment Results

One key assessment with a summary of results from each program is presented. Each assessment is aligned with specific NAGC-CEC standards for preparing educators of students with gifts and talents.

Table 1: Summary of GATE GC Praxis Examination (5358)

GC Praxis Exam	Licensure Area	Praxis Highest Score Attained	Praxis Lowest Score Attained	Number of Retakes to Achieve ADE Passing Score	Decision
Candidate 1	Gifted & Talented	167	167	0	Pass
Candidate 2	Gifted & Talented	165	165	0	Pass
Candidate 3	Gifted & Talented	164	164	0	Pass
Candidate 4	Gifted & Talented	165	165	0	Pass
Candidate 5	Gifted & Talented	151	143	2	Pending
Candidate 6	Gifted & Talented	160	160	0	Pass
Candidate 7	Gifted & Talented	168	168	0	Pass
Candidate 8	Gifted & Talented	159	154	1	Pass
Candidate 9	Gifted & Talented	163	163	0	Pass
Candidate 10	Gifted & Talented	173	173	0	Pass

Summary of Results:

1. Data from the ADE-required licensure examination, Praxis Gifted Education 5358, indicates that 90% of our licensure candidates achieved the criterion passing score of 155 set by the state. Eight of the ten candidates or 80% of the licensure candidates reported in Table 1 achieved or exceeded the passing score with their first try on this difficult online and nationally administered assessment. We are pleased with these strong results from our program candidates. In addition to the candidates who scored well on one test administration, Candidate 8 achieved a passing score by retaking the examination following the completion of additional courses on her plan. The final candidate, Candidate 5, has struggled with the Praxis examination. Through conference contacts, we have made her aware of the ETS test preparation materials for Gifted Education 5358 including a test guide available online for free and an online practice test for which ETS charges a fee.

Program faculty interpret these data to mean that our candidates are strongly prepared to succeed on the state-required licensure examination. To maintain these results, the new ETS test preparation study guide will be listed as a resource on all GATE-GC licensure course syllabi. In addition, faculty will remind candidates each semester through discussion board messages of the importance and availability of these support materials. Given the changes in the Praxis examination content to increase the focus on social and emotional development, the test preparation information is especially important for GATE 7363 Affective Needs of the Gifted and Talented.

2. The data from key assessment #2 Content Knowledge (Comprehensive Examination Rubric) indicates that 100% of candidates were assessed as acceptable (2), proficient (3) or exemplary (4) on the 5 criteria used to assess the essay responses from candidates. There were differences across candidates with several receiving a rating of exemplary on one or more criteria and one candidate (Candidate #5) receiving lower ratings on all criteria. The Key Concepts criterion produced the highest average rating across the three faculty; the Diversity criterion produced the lowest average ratings. In part, these results for the Diversity Criterion are an artifact of the way the Comprehensive Examination is structured with a diversity focus required on one of two required essay responses while the other criteria apply across both of the required essay responses. The final course in the masters program, GATE 7356 Current Issues in Research on Giftedness, was designed to allow candidates to use the rubric as a self-assessment of their performance on example essay prompts with the additional scaffolding of instructor feedback prior to completion of program course work and the subsequent comprehensive examination.

Table 2: Summary of Gifted, Creative and Talented Education MED Comprehensive Examination

MED Comprehensive Exam	Semester of Assessment	Criterion 1 Key Concepts	Criterion 2 Literature	Criterion 3 Organization	Criterion 4 Diversity	Criterion 5 Overall Effectiveness	Decision
Candidate 1	2017 Spring	4	3.67	4	2.83	3.67	Pass
Candidate 2	2017 Spring	4	3.67	3.83	2.83	3.67	Pass
Candidate 3	2017 Spring	4	4	4	3.83	4	Pass
Candidate 4	2017 Summer	3.67	3.67	3.33	2.67	3.33	Pass
Candidate 5	2017 Summer	3.33	2.83	2.83	2.17	3.17	Pass
Candidate 6	2018 Spring	3.67	3.33	3.67	2.5	3.33	Pass

Section 6: Continuous Improvement Process.

The process used to implement changes to improve curriculum, candidate support, and assessment practices includes reviewing alignment with national standards adopted by the specialty professional association (SPA), any licensure changes in gifted education initiated by the state, and the continuous revisions made to the Praxis examination in Gifted Education (Examination 5358) by the Educational Testing Service (ETS).

The data are evaluated annually by program faculty. Until Fall of 2017, the specialty professional association (SPA) for Gifted Education was the National Association for Gifted Children (NAGC) which used standards jointly developed with The Association for the Gifted, Council for Exceptional Children (CEC-TAG). According to a December 18, 2017 communication from NAGC, the SPA is transitioning to CEC-TAG for the accreditation reports to be reviewed through The Association for the Gifted (TAG).

The existence of joint standards which represent consensus in the field of gifted education allows for assessment plans to be developed, for yearly data to be reviewed, and for the programs to accommodate adjustments as necessary. Nevertheless, the move of the SPA from one professional society partner to the other has meant the program faculty must contend with current ambiguity and with the anticipation that changes will emerge in the coming review cycles.

1. Changes in Response to Revised Praxis Examination required for Arkansas Licensure in Gifted Education.

Recent changes in the Praxis Examination (formerly 0357 now 5358) for Gifted Education have placed additional emphasis on the social and emotional development of children and adolescents with gifts and talents. The course, GATE 7363 Affective Needs of the Gifted and Talented, addresses this content. To ensure that candidates are exposed to curriculum focused on social and emotional development and the learning environments which foster healthy outcomes for K-12 students, the Gifted Education Licensure K-12 program moved GATE 7363 from an elective to a required course for this program. The change in the Praxis Examination and program course requirements have created the need for a new key assessment aligned with GATE 7363.

2. Changes in Response to New Accreditation Processes in Teacher Preparation Programs.

The restructuring of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) to the Council for Accreditation of Educator Preparation (CAEP) in 2013 has brought widespread change in accountability to all teacher preparation programs across the nation. Gifted Education teacher preparation programs are no different. In the past three years, the UA Little Rock initial licensure programs went through the new CAEP process. In the coming years, the UA Little Rock advanced teacher preparation programs will also go through the new CAEP process. These accreditation procedural changes will create a need for the Gifted Education programs to review curriculum with particular attention to the course assignments that produce the Key Assessments. Best practice in assessment includes variety in the assignments that lead to the key assessments. With the development and piloting of a new Key Assessment #8 in GATE 7363, Key Assessments #2, #3, #4, #5, #6 and #7 will be reviewed to ensure that a variety of assignments (case study, classroom observation, curriculum unit, research paper, etc.) and the assessment artifacts (rubrics, checklists, examination scores, etc.) are generated by candidates prior to the new CAEP process.

Section 7. Stakeholder Involvement/Communication Plan.

The stakeholders in the Gifted Education program are gifted education coordinators in the schools, in cooperative service centers, and in the Arkansas Department of Education as well as teachers who are graduates of the programs. Program faculty maintain contact with district level and school level gifted education coordinators through face-to-face visits, phone calls and email contacts throughout the academic year. Through the professional development outreach programs (approximately 800 teachers receive professional development annually) and contacts with schools participating in the current federally funded interventions for gifted learners (23 schools from 2015 to the present), contact with the school personnel is frequent.

Dissemination about the gifted education programs occurs at state and national conferences annually. Specifically, information is disseminated at the Annual Conference of Arkansans for Gifted and Talented Education (AGATE) in February. With the approval of the online programs, information is also disseminated at the Annual Conference of the National Association for Gifted Children (NAGC) in November.

The School of Education (SoE) holds a stakeholder meeting annually to bring stakeholders together for the purpose of acquiring feedback regarding all of its programs. New developments in the SoE are disseminated at the stakeholder meetings.

Program Assessment Tools

Rubrics, checklists, and observation instruments applied in the assessment plan for GATE-GC and Gifted, Creative and Talented Education MED follow. They appear in the following order:

Assessment #2. Content Knowledge (Comprehensive Examination Rubric developed by program faculty) **MED**

Assessment #3. Ability to Plan Instruction (NAGC Curriculum Unit rubric developed by a national committee, reported in the research literature, and modified by program faculty) **GC, MED**

Assessment #4. Purdue Teacher Observation Form (TOF) (reliability and validity reported in the research literature) **GC** (1 application), **MED** (2 applications)

Assessment #5. Candidate Effect on Student Learning (Assessment of Student Learning based on the NAGC/CEC Standards) **GC** (1 application), **MED** (2 applications)

Assessment #6. Case Analysis Assessment (based on “Helping Juan: A Case Study” and developed by program faculty and published in the NAGC Guidebook for Educator Preparation Programs) **GC, MED**

Assessment #7. GATE Research Paper Assessment (developed by program faculty based on NAGC/CEC Standards) **GC, MED**

Assessment #8. Project Synthesis Paper; proposed new key assessment **GC, MED.**

#2 GATE Comprehensive Examination Rubric (at completion of MED course work)

NAGC/CEC Standards 1, 2, 6

Criterion 1	Content Knowledge as reflected in key concepts
Standard 1. Learner Development and Individual Learning Differences Standard 2. Learning Environments	<p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</p> <p>NAGC/CEC Standards 2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.</p>
Level 1 Not Acceptable	Does not respond to the key concepts relevant to the question.
Level 2 Acceptable	Responds to at least two key concepts relevant to the question.
Level 3 Proficient	Responds to more than two key concepts relevant to the question including appropriate theory or philosophy.
Level 4 Exemplary	Responds to multiple key concepts relevant to the question including appropriate theory, philosophy, or policy.

Criterion 2	Application of literature as reflected in citations
Standard 1. Learner Development and Individual Learning Differences Standard 6. Professional Learning and	<p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</p> <p>NAGC/CEC Standards 6.2 Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and</p>

Ethical Practice	current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society. NAGC/CEC Standards 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.
Level 1 Not Acceptable	Does not cite the literature.
Level 2 Acceptable	Cites literature and links to key concepts.
Level 3 Proficient	Cites literature and links to key concepts. Provides key authors names and dates.
Level 4 Exemplary	Cites literature and links to key concepts. Provides key authors names, dates, and article titles. Notes gaps and contradictions in the literature.

Criterion 3	Organization
Level 1 Not Acceptable	Organization is unclear with few topic sentences and poorly developed paragraphs.
Level 2 Acceptable	Topic sentences communicate what will be included in each paragraph.
Level 3 Proficient	Topic sentences communicate what will be included in each paragraph. Paragraphs are logically organized.
Level 4 Exemplary	Topic sentences communicate what will be included in each paragraph. Paragraphs are logically organized. Transition between paragraphs and between concepts is evident.

Criterion 4	Overall effectiveness of essay
Level 1 Not Acceptable	Essay is not effective in content or writing.

Level 2 Acceptable	Essay is acceptable in content and is reasonably well written.
Level 3 Proficient	Essay demonstrates command of key content and is well written.
Level 4 Exemplary	Essay demonstrates mastery of key content and is memorably written.

The diversity criterion was added to clarify the importance placed on diversity in the Gifted, Creative, and Talented Education program. It is applied to the response of a MED candidate to the Comprehensive Examination essay prompt focused on one or more diversity issues.

Criterion 5	Diversity
Standard 1. Learner Development and Individual Learning Differences Standard 2. Learning Environments Standard 6. Professional Learning and Ethical Practice	NAGC/CEC Standards 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. NAGC/CEC Standards 2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments. NAGC/CEC Standards 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.
Level 1 Not Acceptable	Does not address diversity issues.
Level 2 Acceptable	Addresses at least two diversity issues relevant to the question.
Level 3 Proficient	Addresses to more than two diversity issues relevant to the question and links to the literature.
Level 4 Exemplary	Addresses more than two diversity issues relevant to the question and links to the literature and/or theory or policy.

#3 NAGC Curriculum Unit Scoring Rubric (GATE 7357)
Ability to Plan Instruction Key Assessment
GATE Curriculum and Instruction in Gifted Education
NAGC-CEC Teacher Preparation Standards in Gifted Education 2013

Criterion 1	Clarity of Objectives (NAGC/CEC 1, 3)
<p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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</p>	
Level 1 Unsatisfactory	Objectives are not stated.
Level 2 Needs Improvement	Objectives are discernable, but vague or confusing; assumptions need to be made by the reader.
Level 3 Proficient	Objectives are reasonably clear; reader is fairly confident he/she understands what
Level 4 Exemplary	Objectives are clearly stated, specific, and unambiguous.

Criterion 2	Nature of the Objectives (NAGC/CEC 3, 4)
<p>NAGC/CEC Standards 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</p> <p>NAGC/CEC Standards 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.</p>	
Level 1 Unsatisfactory	The majority of objectives are concerned with details, basic skill, and factual knowledge.
Level 2 Needs Improvement	Objectives for learning incorporate <u>some</u> major concepts and sophisticated skills within field of study.
Level 3 Proficient	Objectives for learning incorporate concepts, principles, cognitive skills, methodologies, and dispositions within a field of study.
Level 4 Exemplary	Objectives for learning incorporate concepts, principles, cognitive skills, methodologies, and dispositions that can be <u>transferred across disciplines</u> .

Criterion 3	Evaluation Components (NAGC/CEC 4, 6)
<p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.</p>	
Level 1 Unsatisfactory	The student evaluation component is <u>missing</u> or not explicitly stated.
Level 2 Needs Improvement	The assessment model includes <u>only paper and pencil</u> evaluation instruments (i.e., tests, quizzes).
Level 3 Proficient	The assessment model includes at least two different approaches to evaluation design.
Level 4 Exemplary	The assessment model includes at least three different evaluation measures including, for example, student portfolios, observational checklists of student behaviors, product evaluation, or self or peer evaluation.

Criterion 4	Learning Activities (NAGC/CEC 3, 4)
<p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.</p>	
Level 1 Unsatisfactory	<u>No</u> student learning activities are described.

Level 2 Needs Improvement	At least <u>two different</u> types of learning activities are described.
Level 3 Proficient	At least <u>three different</u> types of learning activities are described. Many of these involve cognitive engagement or hands-on learning.
Level 4 Exemplary	At least three different types of learning activities are described. The <u>majority</u> of these activities involve constructivist learning, problem solving, research, investigation, cognitive engagement, and/or hands-on learning.

Criterion 5	Instructional Strategies (NAGC/CEC 1, 3, 5)
<p>NAGC/CEC Standards 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.</p>	
Level 1 Unsatisfactory	The instructional strategies are <u>not explicitly stated</u> or described.
Level 2 Needs Improvement	The instructional strategies are described. Strategies involve direct instruction or self- study.
Level 3 Proficient	At least two different instructional strategies are described. At least one of these strategies involves inductive teaching, concept based teachings, teacher-as-facilitator, high-level questioning, Socratic questioning, or teacher as mentor.

Level 4 Exemplary	At least three different instructional strategies are described. At least one of these strategies involves inductive teaching, concept based teachings, teacher-as-facilitator, high-level questioning, Socratic questioning, or teacher as mentor.
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Criterion 6	Student Product and Assignments (NAGC/CEC 1, 3, 5)
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NAGC/CEC Standards 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents

NAGC/CEC Standards 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.

NAGC/CEC Standards 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.

NAGC/CEC Standards 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.

NAGC/CEC Standards 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.

NAGC/CEC Standards 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.

NAGC/CEC Standards 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.

NAGC/CEC Standards 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

Level 1 Unsatisfactory	<u>Fewer than two kinds</u> of student products or assignments are described.
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Level 2 Needs Improvement	The author describes <u>at least three different kinds</u> of student projects or assignments. The majority of these assignments involve convergent thinking, recall, and
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Level 3 Proficient	The author describes at least three different kinds of student projects or assignments that are embedded in the lesson plans. The majority of these assignments involve <u>open-ended assignments</u> that are subject to personal interpretation or
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Level 4 Exemplary	The author describes at least three different kinds of student projects or assignments. The majority of these assignments involve <u>open-ended assignments</u> , development of <u>creative products</u> , or the development of products related to <u>real-world applications</u> or problem solving. These products are closely aligned with other curriculum components.
Criterion 7	Resources (NAGC/CEC 1, 3, 5)
<p>NAGC/CEC Standards 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents</p> <p>NAGC/CEC Standards 3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.</p>	
Level 1 Unsatisfactory	Resources derived <u>solely from textbooks</u> .
Level 2 Needs Improvement	Two or three <u>resources of one type</u> , i.e., texts, books, articles are used in this unit.
Level 3 Proficient	<u>Three or more varied resources</u> , including print and non-print materials, i.e., books, video tapes, audio tapes, hands-on materials, software, internet sources are
Level 4 Exemplary	<u>Four or more varied resources</u> and <u>realia</u> , including primary source materials, are used in this unit.
Criterion 8	Nature of Differentiation (1, 3, 5)

<p>NAGC/CEC Standards 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.</p>	
Level 1 Unsatisfactory	<u>No</u> opportunities for differentiation are evident.
Level 2 Needs Improvement	<u>Some open-ended</u> activities are included in the unit.
Level 3 Proficient	This unit allows for <u>at least two</u> of the following adjustments: pacing, depth, breadth, level of abstraction, level of complexity, degree of generalization, or
Level 4 Exemplary	Activities and assignments that accommodate the learning needs of high achieving students are explicitly described. <u>At least three or more</u> of the adjustments (listed

Criterion 9	Opportunities for Talent Development (NAGC/CEC 1, 3, 4, 5)
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NAGC/CEC Standards 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents

NAGC/CEC Standards 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.

NAGC/CEC Standards 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.

NAGC/CEC Standards 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 assessments that minimize bias in identifying students for gifted education programs and services.

NAGC/CEC Standards 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.

NAGC/CEC Standards 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.

NAGC/CEC Standards 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

	<ul style="list-style-type: none"> • Opportunities for kid watching and talent spotting.
	<ul style="list-style-type: none"> • Opportunities for students to engage in some activities aligned with their strengths, preferences, or interests.
	<ul style="list-style-type: none"> • Opportunities to foster the connection between unit activities and potential career fields, leadership opportunities, or real-world applications.
	<ul style="list-style-type: none"> • Opportunities to interact with role models, community resources, mentors, or professionals in that field.
	<ul style="list-style-type: none"> • Opportunities to investigate real-world problems and to develop authentic products and services in that field.
Level 1 Unsatisfactory	The unit includes <u>none</u> of the activities listed above.
Level 2 Needs Improvement	The unit includes <u>at least one</u> of the activities listed above.
Level 3 Proficient	The unit includes <u>at least two</u> of the activities listed above.
Level 4 Exemplary	The unit includes <u>at least three</u> of the activities listed above.

Criterion 10	Alignment of Curricular Components (NAGC/CEC 1, 3, 4, 5)
<p>NAGC/CEC Standards 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.</p>	
Level 1 Unsatisfactory	<p><u>No lesson plans</u> are evident or fewer than three lesson plans were developed for this curriculum unit, or the lesson plans contained fewer than three of the components listed below, or the plans were not explicit enough for other educators to follow.</p>
Level 2 Needs Improvement	<p>The curriculum unit contains more than three lessons. Each lesson describes at <u>least three of the following instructional components</u>: objectives, assessments, introduction, teaching strategies, learning activities, products, resources, differentiation strategies, and talent development activities.</p>
Level 3 Proficient	<p>The curriculum unit contains more than three lessons. Each lesson describes at <u>least five of the components listed above</u>. Most of the components are sequenced and aligned (related to one another).</p>
Level 4 Exemplary	<p>The curriculum unit contains more than three lessons. Each lesson describes at least five of the components listed above. <u>All</u> the components are sequenced and closely aligned (rely strongly on each other to accomplish lesson objectives).</p>

Criterion 11	Evidence of Effectiveness (NAGC/CEC 1, 4)
<p>NAGC/CEC Standards 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents</p> <p>NAGC/CEC Standards 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 assessments that minimize bias in identifying students for gifted education programs and services.</p>	
Level 1 Unsatisfactory	<u>No</u> evidence of effectiveness is provided.
Level 2 Needs Improvement	The unit has been used <u>at least once</u> with students; anecdotal evidence is included.
Level 3 Proficient	The unit has been used <u>more than once</u> . Evidence that supports general student growth was gathered and provided.
Level 4 Exemplary	The unit has been taught more than once. Developers describe a <u>systematic effort to</u>
Criterion 12	Ease of Use by Other Educators (NAGC/CEC 3)
<p>NAGC/CEC Standards 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.</p> <p>NAGC/CEC Standards 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</p>	
Level 1 Unsatisfactory	Vital curriculum components are <u>missing</u> .
Level 2 Needs Improvement	Most curriculum components are evident, but some are <u>not described in enough detail</u> to foster ease of use by other educators.
Level 3 Proficient	Most curriculum components are evident. Components are <u>explicit</u> , well-sequenced, and easy to follow.
Level 4 Exemplary	Most curriculum components are evident. Components are explicit, well-sequenced, and easy to follow. <u>Field test suggestions</u> for planning and implementation are included.

Criterion 13	Evidence of Diversity (NAGC/CEC 1, 4, 6)
	<p>NAGC/CEC Standard 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents</p> <p>NAGC/CEC Standards 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 assessments that minimize bias in identifying students for gifted education programs and services.</p> <p>NAGC/CEC Standards 6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.</p>
<p>Level 1 Unsatisfactory</p>	<p><u>No</u> evidence of engaging individual with gift and talents from all backgrounds in challenging, multicultural curricula.</p>
<p>Level 2 Needs Improvement</p>	<p>The unit has at least <u>one</u> example of curricular resources, strategies and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.</p>
<p>Level 3 Proficient</p>	<p>The unit has at least <u>two</u> examples of curricular resources, strategies and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.</p>
<p>Level 4 Exemplary</p>	<p>The unit has at least <u>three</u> examples of curricular resources, strategies and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents and uses collaboration, information and/or <u>assistive technologies</u> to meet the needs of individuals with exceptional needs.</p>

PURDUE GIFTED EDUCATION RESOURCE INSTITUTE

Revised Teacher Observation Form

RATING SCALE

- | | |
|-------------------|--------------------|
| 7 - Excellent | 3 - Below Average |
| 6 - Very good | 2 - Poor |
| 5 - Above average | 1 - Unacceptable |
| 4 - Average | N/O - Not observed |

Teacher _____ Date _____
 Time _____ to _____ Course _____

-- Criteria observed
 -- Criteria not observed

Use the seven point scale to rate the overall quality of the instruction in each numbered category. Please check next to the category's numbered description if observed in the lesson.

7	6	5	4	3	2	1	N/O
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1. Subject Matter Coverage (NAGC-CEC 5.1, 5.3, 5.5)
- A. Content is advanced fro grade level
- B. Topics of instruction are related to other subjects/content areas
- C. Teacher expertise in content area is evident

7	6	5	4	3	2	1	N/O
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2. Clarity of Teaching (NAGC-CEC 2.3)
- A. Instructor communicates well with students
- B. Nonverbal communication is used to enhance instruction
- C. Handouts and other instructions are printed and thorough
- D. Appropriated illustrations and examples are used
- E. Student comprehension is evident

7	6	5	4	3	2	1	N/O
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3. Motivational Technique (NAGC-CEC 2.2, 4.4)
- A. Teacher shows energy and enthusiasm
- B. Variety of warm-ups, hooks, or brain-teasers are used to gain student interest
- C. Teacher encourages student enthusiasm and persistence
- D. Multiple learning styles are considered

7	6	5	4	3	2	1	N/O
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4. Pedagogy/Instructional Techniques (NAGC-CEC 5.1)
- A. Visual Aids are used to enhance instruction
- B. Instructional techniques are appropriately advanced for the group
- C. Instructor avoids unnecessary repetition and drill
- D. Instructor utilizes pre-assessment to prevent redundancy
- E. Instructor provides opportunities for inquiry into authentic questions generated by students

7	6	5	4	3	2	1	N/O
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5. Opportunity for self-determination of activities by student
- A. Adequate choices offered (NAGC-CEC 5.1, 5.2, 5.3, 5.4, 5.5)
- B. Student-directed activities are available when appropriate
- C. Individual interests accommodated

7	6	5	4	3	2	1	N/O
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6. Involvement in a variety of experiences (NAGC-CEC 5.1, 5.4)
- A. Activities are based on real-world applications
- B. A variety of assignments and/or activities are included
- C. Problem-solving and independent-study processes are encouraged
- D. Discussions, small-group activities, technology, field trips, and/or learning centers are incorporated

7	6	5	4	3	2	1	N/O
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7. Interaction between teacher and student and student and peers
- A. interaction appropriate to course objectives (NAGC-CEC 1.1, Standard 2)
- B. Activities are included that promote social and/or emotional development
- C. Teacher and students show mutual respect
- D. Sense of order and the promotion of self-discipline is evident

7	6	5	4	3	2	1	N/O
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8. Opportunity for student follow-up on activities or topics on their own (NAGC-CEC 5.1, Standard 5)
- A. Instructor promotes open-endedness, allowing for creativity and individual interest
- B. Activities and assignments builds upon/prepares for lessons
- C. Extended activities are focused and purposeful
- D. Students are encouraged and offered assistance for further study of topics of interests

Observer's signature _____ Date _____

7	6	5	4	3	2	1	N/O
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9. Emphasis on higher-level thinking skills
- A. Critical thinking activities are included (NAGC-CEC 3.2, 3.4)
- B. Upper levels of Bloom's Taxonomy (application, analysis, synthesis, evaluation) are evidence
- C. Metacognitive thinking is encouraged
- D. Sufficient time is spent on open-ended discussion and other process activities

7	6	5	4	3	2	1	N/O
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10. Emphasis on Creativity (NAGC-CEC 2.2, 4.4, 5.1, Stan.5)
- A. Instructor encourages risk-taking
- B. Creative thinking skills (fluency, flexibility, originality, elaboration) are incorporated
- C. Instructor models creative behavior when appropriate

7	6	5	4	3	2	1	N/O
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11. Lesson plans designed to meet program, course and daily objectives (NAGC-CEC 5.1)
- A. Lessons show a sense of planning, with flexibility
- B. Lesson emphasis student involvement
- C. Consideration for individual student differentiation are included

7	6	5	4	3	2	1	N/O
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12. Appropriate use of classroom technology(NAGC-CEC 5.2)
- A. Use of technology compliments respective lesson
- B. Technology advances what students already know
- C. Instructor utilizes audio-visual materials and/or computers in instruction
- D. A variety of technology is incorporated
- E. Opportunities for students to develop and employ technology skills are provided

7	6	5	4	3	2	1	N/O
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13. Individual Learning Differences (NAGC-CEC 1.1, Stand.1)
- A. Teacher integrates perspectives of diverse groups into planning instruction for individuals with gifts/talents

7	6	5	4	3	2	1	N/O
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14. Intruactional Planning for diverse populations
- A. Design differentiated learning plans for individuals with gifts and talents.
- B. Select curriculum resource, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents. (NAGC-CEC 5.1, 5.2, 5.3, 5.5, Stan. 3 & 5)

Activities were conducted _____ in small groups _____ in large groups _____ individually.

Teacher strengths

Suggestions for Improvement

Additional comments

Reviewed by teacher _____ Date _____

#5 Assessment of Student Learning Rubric (GATE 7390)
NAGC-CEC Teacher Preparation Standards in Gifted Education 2013
(Revised June 2015)

100 points possible	The beginning gifted education professional...	Developing	Competent	Proficient
<p>Criterion 1 (30 points)</p> <p>Scoring: Developing (0-18); Competent (19-24); Proficient (25-30).</p>	<p>Assessment for evidence of student learning and understanding content mastery among individuals with gifts and talents</p> <p>Uses assessment results to develop learning objectives that inform and consider individual abilities and needs, the learning environment, and other factors related to diversity.</p> <p>Uses understanding of assessment types, purposes, and information to support a wide variety of teaching decisions.</p> <p>Conducts formal and informal assessments of behavior, learning, achievement, and environments to differentiate learning experiences and document individual growth.</p>	<p>Assessments are described, however the limitations of the assessment details presented do not demonstrate understanding of assessing content mastery among individuals with gifts and talents.</p> <p>The description does not recognize varying assessment types, purposes, appropriateness, limitations, and relevant information.</p> <p>The description of learning objectives developed from assessment results does not consider individual learning differences among the group such as diversity and underrepresentation.</p>	<p>Assessments are described. Pre-assessment, informal, and formal assessment results are presented.</p> <p>Developed learning objectives that consider content mastery are included, however the objectives are not reflective of individual learning needs specific to gifted students.</p> <p>Description of assessment types, purposes, appropriateness, limitations, and relevant information is included; however description does not include information related to individualizing the environments to differentiate learning experiences and document individual growth through differentiated assessments and</p>	<p>Assessments are described. Pre-assessment, informal, and formal assessment results are presented and used to develop learning objectives that inform and consider individual abilities and needs, strengths and weaknesses, adjustment to the learning environment, and other factors related to diversity.</p> <p>A description of how multiple assessment types, purposes, appropriateness, limitations, and information to support a wide variety of teaching decisions are described to support learning.</p> <p>A descriptive reflection about conducting formal and informal assessments of behavior, learning, achievement, and environments to</p>

	(NAGC-CEC Standard #4, 4.4)		enriched curriculum.	differentiate learning experiences and document individual growth is included. A plan to differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum is described.
Criterion 1 Sub-score		0-18	19-24	25-30
Criterion 2 (30 points)	Assessment for developing student learning and individual growth goals Understands the influence of engaging individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives. (NAGC-CEC Standard #4, 4.5)	Use of assessment results to identify performance level and goal setting is described; however the relationship between short and long-range learning growth goals and instructional modification plans for differentiation are not considered. Description of engaging students in assessing the quality of their own learning and performance is included; however description of providing feedback to guide students in setting future goals is not described. The goals are not shared with the	Use of assessment results to identify above-level performance, development of short and long-range learning growth goals and instructional modification plans for differentiation are described. Engaging individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals is described.	Use of assessment results to identify above-level performance, develop short and long-range learning growth goals and instructional modification plans for differentiation is described. Description about use of data to make multiple types of assessment decisions, strategic adaptations, and individualized modifications to minimize bias is included. Engaging individuals with gifts and talents in assessing the quality of their
Scoring: Developing (0-18); Competent (19-24); Proficient (25-30).				

		student, colleagues, or family.		own learning and performance and in providing feedback to guide them in setting future goals is described; and includes information about regularly monitoring the learning progress of individuals with gifts and talents in both general and specialized content, exemplified with description of making instructional adjustments based on these data.
Criterion 2 Sub-score		0-18	19-24	25-30
Criterion 3 (20 points)	Instructional Planning and Strategies	Describes a variety of instructional strategies, planning decisions, and use; however lacks evidence-based discussion about appropriate selection of available instructional strategies for use with individuals with gifts and talents.	Describes use of a repertoire of differentiated and accelerated, evidence-based instructional strategies.	Describes use of a repertoire of differentiated and accelerated, evidence-based instructional strategies.
Scoring: Developing (0-10); Competent (11-15); Proficient (16-20).	Selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance the learning and thinking skills of individuals with gifts and talents. Uses instructional strategies that enhance affective development.	Description is included of instructional strategy use but the impact of strategies upon enhancing	Describes the instructional planning, data-driven decision-making, use of strategies, and impact upon enhancing students' critical and creative thinking, problem-solving, performance skills,	Describes the instructional planning, data-driven decision-making, use of strategies, and impact upon enhancing students' critical and creative thinking, problem-solving, performance skills,

	(NAGC-CEC Standard #5, 5.1, 5.5)	critical and creative thinking, problem-solving, performance skills, and affective development among learners are not recognized.	and affective development.	and affective development. Includes relevant descriptions of applied data-driven analysis of individual learning differences in concert with selecting different strategies, application of pedagogical subject content, social interactions, diverse perspectives, learning environments, classroom management, and resources.
Criterion 3 Sub-score		0-10	11-15	16-20
Criterion 4 (20 points)	Professional Learning and Ethical Practice	The use of specialized program standards and principles of professionalism to guide professional practice is described in the teacher reflection; however, the reflection includes stereotypical thinking about the impact of professionalism, the use of standards, and diversity on student learning.	The use of specialized program standards and principles of professionalism to guide professional practice are described. The implications of these inputs are noted in the teacher reflection in terms of modeling respect for diversity and demonstrated understanding of the impact on student learning.	The use of specialized program standards and principles of professionalism to guide professional practice are described. Relevant implications are described in the teacher reflection in terms of the modeling of respect for diversity, the impact on student learning, and the delivery of gifted education services.
Scoring: Developing (0-10); Competent (11-15); Proficient (16-20).	Understands the use of specialized program standards and principles of professionalism to guide professional practice. Models respect for diversity and demonstrates understanding of the impact on student learning in the delivery of gifted education services.	No reference is made to any professional guides	Reference is made only to	

	(NAGC-CEC Standard #6, 6.1, 6.3)	or standards to support professional and ethical practice.	professional standards to support professional and ethical practice.	Reference is made to both professional guides and standards, to support professional and ethical practice.
Criterion 4 Sub-score		0-10	11-15	16-20
TOTAL POINTS EARNED				

#6 Case Analysis Rubric and Scoring Guide (GATE 7350)
GATE Introduction to Gifted and Talented Education
NAGC-CEC Teacher Preparation Standards in Gifted Education 2013

The beginning gifted education professional. . .	Developing	Competent	Proficient
<p style="text-align: center;">Individual Differences (40 points)</p> <p>Uses understanding of development and individual differences and language, culture, economic status, family background and/or area of disability to respond to the needs of individuals with gifts and talents (NAGC/CEC Standard #1, 1.1,1.2; Standard #6, 6.3)</p>	<p>The influence of language and culture, poverty, or disability on the development of talent is described; however, the analysis includes stereotypical thinking about individuals with gifts and talents.</p> <p>No reference is made to any evidence-based readings to support the description.</p> <p style="text-align: center;">(0-9 points)</p>	<p>The influence of language, culture, poverty, or disability on the development of talent is described. The implications of these influences are noted in terms of meeting the affective and cognitive needs of individuals with gifts and talents.</p> <p>Reference is made to evidence-based readings from the course.</p> <p style="text-align: center;">(10-30 points)</p>	<p>The influence of language, culture, poverty, or disability on the development of talents is described. The understanding of family influences on the development of talent is included in the description.</p> <p>Reference is made to evidence-based articles, chapters, or books outside the assigned readings for the course.</p> <p style="text-align: center;">(31-40 points)</p>
<p style="text-align: center;">Assessment For Identification (10 points)</p> <p>Understands that some groups of individuals with gifts and talents have been underrepresented in gifted education programs; selects and interprets technically sound formal and informal assessments that minimize bias (NAGC/CEC Standard #4, 4.1)</p>	<p>Assessments are described; however, the limitations of the assessments are not recognized, particularly if the limitations are related to the underrepresentation of some groups of individuals with gifts and talents.</p> <p style="text-align: center;">(0-2 points)</p>	<p>Assessments are described. Limitations of the assessments are reviewed with respect to the student(s) described in the case analysis. Both formal and informal assessments related to educators and the schools are included. Informal assessments from peers or family are included.</p>	<p>Assessments are described. Limitations, strengths, and alternatives are reviewed. Both formal and informal assessments related to teachers, the school, parent, and community are included. The description includes reference to a staffing meeting between school officials and the family.</p> <p style="text-align: center;">(8-10 points)</p>

		(3-7 points)	
<p>Assessment for Developing an Individual Plan (10 points)</p> <p>Uses assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, including diversity (NAGC/CEC #4, 4.4)</p>	<p>A description of a plan for the student includes goals that address the cognitive area only with classroom activities the responsibility of a single educator. The plan relates to the assessment data. The plan is not shared with the student, other educators, or the family.</p> <p>(0-2 points)</p>	<p>A description of a plan for the student includes short- and long-term goals in cognitive, affective, and social areas. Activities include multiple teachers, parents, and the student. The plan is based on both qualitative and quantitative data and includes input from multiple stakeholders.</p> <p>(3-7 points)</p>	<p>A description of a plan for the student includes short- and long-term goals in cognitive, affective, and social and linguistic areas with specific activities in multiple environments that involve both specialist and general classroom teachers, and other school personnel. The plan relates to qualitative and quantitative assessment data and developed after input from the student, parents, teachers, administrators, a gifted and talented coordinator, and a counselor.</p> <p>(8-10 points)</p>
<p>Learning Environments (10 points)</p> <p>Understands multiple environments that are part of a continuum of services for individuals with gifts and talents (NAGC/CEC #2, 2.4)</p>	<p>Describes multiple learning environments, but does not understand the continuum of services.</p> <p>(0-2 points)</p>	<p>Describes multiple learning environments and the advantages and disadvantages each presents for the student with gifts and talents.</p> <p>(3-7 points)</p>	<p>Describes multiple learning environments and the advantages and disadvantages each presents for the student with gifts and talents. Describes the implications of the continua of services for educational and career development.</p> <p>(8-10 points)</p>

#7 Research Paper Assessment (GATE 7355)
GATE Creativity Seminar
NAGC-CEC Teacher Preparation Standards in Gifted Education 2013

<p>Criterion 1: Foundations</p>	<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>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.</p> <p>1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents</p> <p>Standard 6: Professional Learning and Ethical Practice</p> <p>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.</p>
<p>Level 1 Not Acceptable</p>	<p>Relevant theories, issues, or models not considered.</p>
<p>Level 2 Acceptable</p>	<p>Key philosophies, theories, or models are identified and described.</p>
<p>Level 3 Proficient</p>	<p>Key philosophies, theories, or models are identified, described, and supported by research (less than 5 references) related to gifted and talented education.</p>
<p>Level 4 Exemplary</p>	<p>Key philosophies, theories, or models are identified, described, and supported by research (5 or more references) related to gifted and talented education.</p>
<p>Criterion 2: Development and Characteristics of Learners</p>	<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>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.</p> <p>1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents</p> <p>Standard 6: Professional Learning and Ethical Practice</p>

	<p>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.</p>
Level 1 Not Acceptable	Cognitive and affective characteristics, advanced developmental milestones, or similarities and differences with the group of individuals with gifts and talents are not considered.
Level 2 Acceptable	Cognitive and affective characteristics, advanced, developmental milestones, or similarities and differences with the group of individuals with gifts and talents are identified and described.
Level 3 Proficient	Cognitive and affective characteristics, advanced developmental milestones, or similarities and differences with the group of individuals with gifts and talents are identified, described and linked to the literature.
Level 4 Exemplary	Cognitive and affective characteristics, advanced developmental milestones, or similarities and differences with the group of individuals with gifts and talents are identified, described, and linked to the literature and tied to the theory.
Criterion 3: Individual Learning Differences	<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>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.</p> <p>1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents</p> <p>Standard 6: Professional Learning and Ethical Practice</p> <p>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.</p>
Level 1 Not Acceptable	Influences of diversity factors are not considered.
Level 2 Acceptable	Influences of diversity factors are identified and described.
Level 3 Proficient	Influences of diversity factors are identified, described, and linked to the literature.

Level 4 Exemplary	Influences of diversity factors are identified, described, and linked to the literature and tied to theory.
Criterion 4: Organization	Effectiveness of Writing, Criterion 3-4
Level 1 Not Acceptable	Text is confusing with few topic sentences.
Level 2 Acceptable	Text is organized with topic sentences and paragraphs.
Level 3 Proficient	Text is organized with topic sentences and developed paragraphs.
Level 4 Exemplary	Text is organized with topic sentences, developed paragraphs and transitions.
Criterion 5: Mechanics	Effectiveness of Writing, Criterion 3-4
Level 1 Not Acceptable	Several mistakes in grammar, spelling and diction.
Level 2 Acceptable	Few mistakes in grammar, spelling, and diction.
Level 3 Proficient	No mistakes in grammar, spelling, and diction.
Level 4 Exemplary	Skillful use of writing conventions.
Criterion 6: APA Format	Format of Writing, Criterion 6.
Level 1 Not Acceptable	Very few citations. There are some courses not accurately documented in APA format. A running head and page numbers are not on every page. The cover page contains about 25% of the necessary components for correct APA format.
Level 2 Acceptable	Citations are present occasionally. All sources (information and graphic) are accurately documents, but many are not in APA format. There is a running head on every page, and cover page contains about 50% of the necessary components for correct APA format.
Level 3 Proficient	Citations are present in most of the needed places. All sources (information and graphics) are accurately documented, but a few are not in APA format. Page numbers are on every page, and the cover

	page contains about 75% of the necessary components for correct APA format.
Level 4 Exemplary	Citations are present in the needed places. All sources (information and graphics) are accurately documented in APA format. There is a running head and page numbers are on every page, and the cover page contains all the necessary components for correct APA format.

#8 Rubric: Project Synthesis Paper (GATE 7363)
GATE Affective Needs of the Gifted and Talented
Collaborative Learning Environments
NAGC-CEC Teacher Preparation Standards
2013 Standards 1, 2, 4, 6, 7

CRITERION	Level	Learner development and individual learning differences (NAGC-CEC 1.1, 1.2)	Score
1		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. 1.2 Beginning gifted education professionals use Understanding of development and individual differences to respond to the needs of individuals with gifts and talents.	
	Level 1	Not Acceptable; Relevant theories, issues, or models not considered.	1.0
	Level 2	Acceptable; Key philosophies, theories, or models are identified and described.	2.0
	Level 3	Proficient; Key philosophies, theories, or models are identified, described and supported by research (less than 5 references) related to gifted and talented education.	3.0
	Level 4	Exemplary; Key philosophies, theories, or models are identified, described and supported by research (5 or more references) than related to gifted and talented education.	4.0

CRITERION	Level	Learning Environments (NAGC-CEC 2.1, 2.4)	Score
2		2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions. 2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.	

	Level 1	Not Acceptable; Influences of diversity factors are not considered.	1.0
	Level 2	Acceptable; Influences of diversity factors are identified and described.	2.0
	Level 3	Proficient; Influences of diversity factors are identified, described, and linked to the literature.	3.0
	Level 4	Exemplary; Influences of diversity factors are identified, described, and linked to the literature and tied to theory.	4.0

CRITERION	Level	Evaluation and Assessment (NAGC-CEC 2.1, 4.3, 4.4)	Score
3		<p>2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.</p> <p>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.</p> <p>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.</p>	
	Level 1	Not Acceptable; Influences of diversity factors are not considered.	1.0
	Level 2	Acceptable; Influences of diversity factors are identified and described.	2.0
	Level 3	Proficient; Influences of diversity factors are identified, described, and linked to the literature.	3.0
	Level 4	Exemplary; Influences of diversity factors are identified, described, and linked to the literature and tied to theory.	4.0

CRITERION	Level	<p style="text-align: center;">Diversity and Professional Practice (NAGC-CEC 2.3, 6.2, 6.3)</p>	Score
4		<p>2.3 Beginning gifted education professionals adjust their communication to an individual’s language proficiency and cultural and linguistic differences.</p> <p>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.</p> <p>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.</p>	
	Level 1	Not Acceptable; Cognitive and affective characteristics, advanced developmental milestones, or similarities and differences with the group of individuals with gifts and talents are not considered.	1.0
	Level 2	Acceptable; Cognitive and affective characteristics, advanced developmental milestones, or similarities and differences with the group of individuals with gifts and talents are identified and described.	2.0
	Level 3	Proficient; Cognitive and affective characteristics, advanced developmental milestones, or similarities and differences with the group of individuals with gifts and talents are identified, described and linked to the literature.	3.0
	Level 4	Exemplary; Cognitive and affective characteristics, advanced developmental milestones, or similarities and differences with the group of individuals with gifts and talents are identified, described, and linked to the literature and tied to the theory.	4.0

CRITERION	Level	<p style="text-align: center;">Collaboration</p> <p style="text-align: center;">(NAGC-CEC 2.2, 5.3, Standard 7: 7.1, 7.2, 7.3)</p>	Score
5		<p>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.</p> <p>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.</p> <p>7.1 Beginning gifted education professionals apply elements of effective collaboration.</p> <p>7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues.</p> <p>7.3 Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.</p>	
	Level 1	Not Acceptable; Influences of diversity factors are not considered.	1.0
	Level 2	Acceptable; Influences of diversity factors are identified and described.	2.0
	Level 3	Proficient; Influences of diversity factors are identified, described, and linked to the literature.	3.0
	Level 4	Exemplary; Influences of diversity factors are identified, described, and linked to the literature and tied to theory.	4.0

CRITERION	Level	Organization	Score
6		<i>Effectiveness of Writing</i>	
	Level 1	Not Acceptable; Text is confusing with few topic sentences.	1.0
	Level 2	Acceptable; Text is organized with topic sentences and paragraphs.	2.0
	Level 3	Proficient; Text is organized with topic sentences and developed paragraphs.	3.0
	Level 4	Exemplary; Text is organized with topic sentences, developed paragraphs and transitions.	4.0

CRITERION	Level	Mechanics	Score
7		<i>Effectiveness of Writing</i>	
	Level 1	Not Acceptable; Several mistakes in grammar, spelling, and diction.	1.0
	Level 2	Acceptable; Few mistakes in grammar, spelling, and diction.	2.0
	Level 3	Proficient; No mistakes in grammar, spelling and diction.	3.0
	Level 4	Exemplary; Skillful use in writing conventions.	4.0

CRITERION	Level	APA Format	Score
8		<i>Format of written attributions</i>	
	Level 1	Not Acceptable; Very few citations. There are some sources not accurately documented in APA format. A running head and page numbers are not on every page. The cover page contains about 25% of the necessary components for correct	1.0

		APA format.	
	Level 2	Acceptable; Citations are present occasionally. All sources (information and graphic) are accurately documented, but many are not in APA format. There is a running head on every page, and cover page contains about 50% of the necessary components for correct APA format.	2.0
	Level 3	Proficient; Citations are present in most of the needed places. All sources (information and graphics) are accurately documented, but a few are not in APA format. Page numbers are on every page, and the cover page contains about 75% of the necessary components for correct APA format.	3.0
	Level 4	Exemplary; Citations are present in the needed places. All sources (information and graphics) are accurately documented in APA format. There is a running head and page numbers are on every page, and the cover page contains all the necessary components for the correct APA format.	4.0