

NATIONAL RECOGNITION REPORT

Preparation of Educators of Gifted Children

NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for Gifted Children (NAGC)/Council for Exceptional Children (NAGC/CEC).

COVER PAGE

Name of Institution

Arkansas State University

Date of Review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions

Program(s) Covered by this Review

Gifted, Talented, and Creative Education

Program Type

Advanced Teaching

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation [See Part G]

jm Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

jm Yes

jm No

jm Not applicable

jm Not able to determine

Comment:

Arkansas requires a state licensure exam. Candidates take the Praxis II: Gifted Education. The Unit requires a score of 156 to pass. The pass rate for the only year available, 2006-07, was 90%.

Summary of Strengths:

It is clear that the faculty has spent considerable time developing assessment guides and rubrics that generally provide useful information on candidate success for improving the program and tracking candidates' progress. Data regarding knowledge and skills and candidates' self-assessments about their level of preparedness are included.

PART B - STATUS OF MEETING SPA STANDARDS

Field Experiences and Clinical Practice Standard. Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Met

Met with Conditions

Not Met

jm

jm

jm

Comment:

The report provides important information about the sequencing and design of the field and clinical practices. The field experiences are tied closely to coursework. The experiences are developmentally appropriate and are specific to the grade levels for which the candidate holds regular certification. The Advanced Practicum 6843 does not appear on the program of study, although it appears that all teacher candidates must enroll. It is not clear whether teacher candidates have opportunities to teach students from diverse backgrounds in their classrooms or in the summer program. Note that the field/clinical practice standard is not included in the revised NAGC/CEC standards (2006). It was not a factor in your recognition determination and will not be included in future program reports. However, NAGC/CEC program reviewers provided feedback on your documentation for this standard that you may wish to consider.

Standard 1. Foundations. Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice, including

assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

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| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

The Praxis II is the main source of data for this standard. Assessment 2 (portfolio) provides an additional measure. Only one year of data were included in the Praxis II Exam.

Standard 2. Development and Characteristics of Learners. Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

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| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

The Praxis II and portfolio are accurate assessments for this standard and provide some evidence that the standard has been met. Assessments 3, 5, and 7 address minor aspects. There are few criteria that relate to the development aspect of the standard. While Assessment 8, the exit survey, can provide valuable data to the program about the candidates' perceptions of their levels of preparedness, the data do not clearly describe what the candidates actually know, understand, and are able to do.

Standard 3. Individual Learning Differences. Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests. The understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.

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| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

All eight assessments address or at least touch this standard. Praxis II, Portfolio, Instructional Plan, Intervention Plan and Case Study provide the strongest evidence that this standard is met.

Standard 4. Instructional Strategies. Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and

performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

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| Met | Met with Conditions | Not Met |
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Comment:

The assessments and rubrics are thorough and are aligned with the NAGC/CEC standards. They are accurate assessments for this standard and provide adequate evidence that the standard has been met. Data are included for three years. The assessments and rubrics are thorough and are aligned with the NAGC/CEC standards. The assessments provide adequate evidence that the standard has been met. Data are included for three years.

Standard 5. Learning Environments and Social Interactions. Standard 5. Learning Environments and Social Interactions. Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.

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| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Assessments 2, 4, 5, 6 and 7 are accurate assessments for this standard and provide adequate evidence that the standard has been met. There are three semesters of data provided. Rubrics are aligned with the NAGC/CEC standards. Assessments 2, 4, 5, 6 and 7 provide adequate evidence that the standard has been met. There are three semesters of data provided. Rubrics are aligned with the NAGC/CEC standards.

Standard 6. Language. Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners.

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| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Particular attention needs to be given to this standard. At least one assessment needs to provide opportunities for candidates to address this standard explicitly. While a candidate's responses to the portfolio may provide some evidence towards meeting the standard, none of the other assessments have a clearly focused expectation that would result in consistent responses to knowledge and skills contained within the language of this standard.

Standard 7. Instructional Planning. Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual’s abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the educator’s selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual’s progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.

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| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

This standard is one of the cornerstones in gifted education. While the assessments and rubrics provide evidence that the candidate can plan instruction for gifted learners, there is little emphasis on diverse populations of gifted learners. Technology is also absent from most of the rubrics.

Standard 8. Assessment. Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

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| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

Assessments 1, 2, 5, and 6 are accurate assessments for this standard and provide adequate evidence that the standard has been met. There are three years of data and rubrics are aligned with the NAGC/CEC standards.

Standard 9. Professional and Ethical Practice. Educators of the gifted are guided by the profession’s ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices. Educators of the gifted view themselves as lifelong learners and regularly reflect on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice. Educators of the gifted understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families.

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Comment:

While a candidate's responses to the portfolio will provide some evidence towards meeting the professional practice part of the standard, the other assessments lack attention to ethics and diversity. Thus, there are no consistent responses to knowledge and skills addressing diversity and ethics.

Standard 10. Collaboration. Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well being of individuals with gifts and talents across settings and diverse learning experiences.

Met Met with Conditions

Not Met

Comment:

The collaboration plan allows candidates to demonstrate the knowledge and skills for this standard to a high degree. Assessments 2 and 6 provide additional evidence.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content. NAGC/CEC performance-based standards addressed in this entry could include (but are not limited to) Standards 1-3. Information from Assessments #1 and #2 should provide primary evidence in this area. (Assessments #6-#8 may also focus on content knowledge.)

The Praxis II and portfolio are used for assessments 1 and 2 respectively. Both are accurate assessments of content knowledge, and provide a comprehensive indication of a candidate's content knowledge.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. NAGC/CEC standards that could be addressed in this assessment include but are not limited to Standards 4-10. Information from Assessments #3 and #4 should provide primary evidence in this area. (Assessments #6-#8 may also focus on pedagogical knowledge, skills, and dispositions.)

Assessment 3, 4, 6, and 7 focus on pedagogical knowledge, skills, and dispositions and provide evidence about a candidate's knowledge and skills in this area.

C.3. Candidate effects on P-12 student learning. NAGC/CEC standards that could be addressed in this assessment include but are not limited to Standards 4-8. Information from Assessment #5 should provide primary evidence in this area. (Assessments #6-#8 may also focus on student learning.)

Assessment 5 focuses on the candidate's effects on P-12 student learning. The rubric is aligned with NAGC/CEC standards. Data have been collected and disaggregated according to the NAGC/CEC standards.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

For each assessment document, the data have been disaggregated, analyzed, and presented. There is no evidence that the faculty member used the data to revise or modify the assessments or rubrics. There is some evidence of meetings being conducted for this purpose.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

To ensure that candidates meet NAGC/CEC standards 2, 6, 7, and 9, faculty needs to align the assessments and the rubrics more clearly to the standards.

On the list of standards where the related assessments are checked, the standards were not always identified within the rubrics.

Assessment 5 about student learning needs more clarification so that teacher candidates understand the specifics of the task.

Teacher candidate reflections need to align more closely to the NAGC/CEC standards.

An area of concern is that only one faculty member appears to teach all the gifted courses.

The program of study is described as a 30-hour program but only 21 hours are accounted for.

Clarification is needed about what other coursework the candidates are permitted to take.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

There is a general lack of attention to issues of diversity.

There is only one faculty member in charge of the program. She teaches all 6 classes.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G -DECISIONS

Please select final decision:

- Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY

/ /

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 4/15/09, 9/15/09, 2/1/10, or 9/15/10. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 9/15/09 submission date noted above. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the report must be submitted by the date below.

Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY

/ /

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

To ensure that candidates meet standards 2, 6, 7, and 9, faculty need to align the assessments and the rubrics more clearly to the important characteristics in the NAGC/CEC standards' narratives. It was unclear how the candidates' skills with students from diverse backgrounds were developed. Only one year of data were included for the Praxis II Exam.

Please click "Next"

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