

Program Report for the Preparation of Gifted Education Professionals

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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Arkansas State University

2. State

Arkansas

3. Date submitted

MM DD YYYY

09 / 10 / 2008

4. Report Preparer's Information:

Name of Preparer:

Dr. Julie Lamb Milligan

Phone:

Ext.

(870) 972-3062

E-mail:

jlamb@astate.edu

5. NCATE Coordinator's Information:

Name:

Dr. Don Maness

Phone:

Ext.

(870) 972-3057

E-mail:

dmaness@astate.edu

6. Name of institution's program

Gifted, Talented, & Creative Education

7. NCATE Category

Special Education-Gifted

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

K-12

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

9. Program Type

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

10. Degree or award level

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

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

- Yes
- No

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

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

Gifted Education

14. Program report status:

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

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

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

Institutional Policies

The mission of Arkansas State University's Department of Educational Leadership, Curriculum, and Special Education (ELCSE) is to provide graduate programs related to the preparation and licensure of school leaders and special education faculty. The Master of Science in Education (MSE) degree in Gifted Education offers educators a systematic plan including 30 credit hours of coursework designed to improve general educational and specific professional competencies as facilitators or coordinators of programs for the gifted. The curriculum incorporates the National Association for Gifted Children and Council for Exceptional Children Standards (NAGC/CEC), the International Society for Technology Education Standards (ISTE), the Arkansas Standards Gifted/Talented Education conceptual framework, and the College of Education (COE) conceptual framework.

The purpose of the master's degree is to produce a cadre of high quality specialists of gifted education as they relate to standards and performance-based measures. The program encompasses issues in gifted education relevant to characteristics of the gifted, identification, curriculum management, diversity, assessment, creativity, social and emotional needs, collaboration, data collection and analysis. For entry into the program, the university requires a valid teaching license, a minimum cumulative undergraduate grade point average of 3.00 on a 4.00 scale, two years teaching experience, and a written commitment from a facilitator, coordinator or administrator of gifted education who agrees to function as a site mentor during the program of study.

The Department of Educational Leadership, Curriculum, and Special Education also offers a Program of Study for teacher candidates of gifted education who are pursuing a "licensure only" track. Specifically, the Program of Study is appropriate for teachers or administrators who already hold a master's degree or multiple degrees and who wish to add gifted education expertise to his or her teaching license. A plan consisting of at least 18 hours of coursework in content regarding gifted education is required. The content includes characteristics of the gifted, identification, curriculum management, diversity, assessment and testing, creativity, social and emotional needs, and collaboration (see Attachment C)

State Policies

The Arkansas Department of Education requires that all teacher candidates in the area of gifted, talented and creative education must (a) possess a standard teaching license, (b) complete required coursework (i.e., determined by the institution of higher education), (c) take the Praxis II: Gifted Education with a minimum score of 156, (d) complete a supervised practicum, and (e) present a portfolio of artifacts from the coursework and internship (i.e., practicum and/or field experiences).

The ADE also offers an Additional Licensure Plan (ALP) for teachers who have been employed by a public school district in Arkansas to facilitate or coordinate a program without holding a license in gifted education. The school district is required to file an ALP for Gifted and Talented Licensure Endorsement for grades P-8 and 7-12. The teacher candidate must (a) possess a standard teaching license, seek to add another area of licensure or endorsement, and (c) be assigned to teach in an area other than the one for which they are currently licensed. Content is required in (a) identification and programming for the gifted, (b) curriculum, (c) assessment, (d) social and emotional needs, (e) creativity, and (f) a supervised practicum experience with gifted students.

Once teacher candidates have met the content requirements through coursework at an institution of higher education, ADE requires the successful completion of the Praxis II in Gifted Education with a

minimum score of 156.

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

Clinical experiences begin as soon as the teacher candidate for gifted education begins the program. During the prerequisite course, ELSE 5703 Identification, Nature and Needs of the Gifted, Talented and Creative, a teacher candidate must complete 12 hours of observations. These observations are conducted in a school setting where gifted children are grouped together for instruction by any variety of means – pull-out program, ability grouping, advanced coursework, etc. The teacher being observed must be certified to teach gifted children. A series of reflections, based on the observations, are submitted. The reflections contain information about classroom environment, teaching strategies observed, effectiveness of strategies, assessment, and teacher/student interactions.

An additional field component of ELSE 5703 is a series of interviews conducted with various stakeholders - a parent of a gifted child, a classroom teacher, a building level administrator, and a superintendent. Content for the interviews includes the interviewee's knowledge and attitudes regarding the definition for giftedness, identification procedures, and program options to serve the gifted. This activity requires an additional 10 hours.

The subsequent course, ELSE 5713, Educational Procedures for the Gifted, Talented and Creative, has two clinical experiences. One is the development of a differentiated curriculum plan, which must be implemented in a classroom. After investigating a variety of teaching models commonly used in program services for the gifted (e.g., Bett's Autonomous Learning Model, Bloom's Taxonomy, Gardner's Multiple Intelligences, Guilford's Structure of the Intellect, Parnes Creative Problem Solving, Sternberg's Triarchy Model, Parallel Curriculum Model, Purdue Three Stage Model, Talents Unlimited, etc.), teachers are required to develop an instructional plan based on differentiated curriculum that can be used in his or her classroom. Students are pre-assessed, the differentiated curriculum is implemented, and post-assessments are administered. The teacher candidate documents the use of the instructional plan during one quarter of one semester; at least 20-25 hours are estimated for the field portion of this project.

It should also be noted that one of the requirements for admission into the program for gifted education is the assistance of a site mentor. During clinical experiences, these professionals are available to discuss any educational issues that could be strengthened in existing practices or provide support in any regard. The site mentor signs a Field/Clinical Experience Log to document involvement. (Attachment D)

Also, during the course ELSE 5713, students are required to interview a school board member to discuss the board member's expectations regarding curriculum used to serve the gifted, talented, and creative. The results of the interview are analyzed and documented. This requires approximately 8 hours.

While taking ELSE 5723 Assessment for Programming for the Gifted, Talented, and Creative, teacher candidates choose assessments and rating scales to administer to a student. A case study is prepared including mental performance, creativity, leadership, motivation, academic achievement data, and portfolio samples. The teacher candidate organizes an identification committee and assists them with decisions regarding program services based on the assessment data. A management plan is devised for differentiating curriculum for the gifted learner based on the results of the case study following a placement decision. The field and clinical experience associated with this activity involves approximately 15-18 hours.

During ELSE 6433 Creativity, involvement in community activities is required. Teacher candidates may engage in or assist with Odyssey of the Mind, Destination Imagination, Project Showcase Programs, Future Problem Solving, etc. that require hands-on participation. Hours of observation, service and/or assistance are documented (15 hours required).

In the Advanced Practicum (ELSE 6843) clinical experiences are based on parent involvement. Teacher candidates are required to prepare and deliver two or three afternoon workshops for parents. The preparation and presentations require 10 hours.

Field experiences are evaluated by the instructor for each course; the grade for the course reflects the quality of the field experience along with other course requirements. The candidates maintain a log of all experiences by activity, date, time, and setting (Attachment D).

While field and internship experiences commence in ELSE 5703 (Identification, Nature and Needs of the Gifted, a prerequisite for all other courses) and are woven into subsequent courses, a capstone internship in the form of a summer program for gifted children, Summer Scholars, is planned and instructed by the teacher candidates during the five-week summer session II; Week one involves preparation including the decision of a theme, development of curriculum for creative and critical thinking, planning of learning experience trips, and providing learning resources. (Approximately 20-25 hours are required for the preparation of resources, materials, curriculum and the classrooms. The first floor of the Eugene Smith Center's south wing on the ASU campus is devoted to the program. Gifted children from the region attend this summer camp for 4 hours per day (80 hours).

A major facet of this capstone internship experience requires the candidate to document skills that have been utilized in communicating effectively, soliciting input from appropriate sources, and ultimately making critical decisions to arrive at a successful conclusion. In addition, the candidate demonstrates proficiency in communication and writing skills through reflections. The university supervisor observes the candidate during the capstone internship and provides feedback.

At the conclusion of the practicum/internship, all work is presented in a portfolio. Teachers use an approved format with the required documentation which is evaluated using a scoring rubric. This portfolio in its entirety requires a high level of organizational proficiency and allows a clear sense of the candidate's development over the duration of the field/internship experiences.

Thus, the hours accumulated through the capstone internship is a minimum of 100 hours. Of the total 190 hours, a minimum of one hundred (100) hours must be acquired in the primary setting – Summer Scholars practicum experience. A minimum of twenty (20) hours of field experiences must be acquired from observations and interviews. Delivery of differentiated curriculum requires twenty (20) hours. Involvement in assessment procedures requires fifteen (15) hours. A minimum of fifteen (15) hours must be acquired in community involvement. And parent collaboration requires twenty (20) hours. A table (Attachment E) provides a visual of the field and clinical experiences as they relate to coursework.

To reiterate, the capstone clinical experience occurs during a five week summer session experience – Summer Scholars. In addition to other clinical and field activities described previously, each candidate engages in simulated parent conferences, develops parent communiqués, reviews and critiques websites for programs of the gifted, participates in the planning of learning experience trips for the gifted, and conducts simulated advisory council meetings to demonstrate collaborative leadership. All activities are accomplished through performance-based activities, these skills and behaviors (similar to those of effective facilitators and coordinators of programs) are evidence of the candidate's successful preparation to teach and direct a program for the gifted.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the

program. (Response limited to 4,000 characters)

There are four gates in the program where knowledge, skills, and dispositions of the candidates are assessed and appropriate decisions are made regarding the candidate's admittance or continuance in the program.

Gate #1-Admission Requirements

Candidates seeking admission into the Master of Science in Education degree program in Gifted Education must meet the admission requirements of the Graduate School and the specific program requirements.

Unconditional Admission Status:

1. Hold a valid teaching license.
2. Achieve a minimum cumulative undergraduate grade point average of 3.00 on a 4.00 scale.
3. Have two years of teaching experience.
4. Have a written commitment from a facilitator, coordinator or administrator of gifted education who agrees to function as a site mentor during the program of study.

Conditional Admission Status:

- 1, 3, & 4 above apply
2. Achieve a minimum cumulative undergraduate grade point average of 2.75 on a 4.00 scale on the last 60 hours.

Any candidate granted Conditional Admission Status will be advanced to Unconditional Admission Status when the candidate completes 12 graduate semester hours in the MSE in Gifted Education Program of Study with no course grade lower than a "B." Candidates who fail to remove conditional status upon completing 12 semester hours of graduate work in the program will be dropped from the degree program.

Gate #2-Progress Review by Department Advisor

Upon admission to the program, candidates are assigned an advisor within the department. The advisor must be consulted each semester prior to registration. At that time the advisor will evaluate the candidate's progress and continuance in the program.

Any candidate whose cumulative GPA on all courses taken for graduate credit falls below 3.00 will be placed on probation. Candidates may remove probation by raising their cumulative GPA to 3.00 or better. Failure to make a grade of "B" or better in each course taken while on probation will result in suspension from further graduate work if the candidate's cumulative GPA continues below 3.00. Candidates who have a grade of "F" in any graduate-level course will be ineligible to register for further graduate work.

Gate # 3-Successful Completion of the Praxis II: Gifted Education/Portfolio Review

Candidates must successfully complete the Praxis II in Gifted Education with a score of 156 or above. This must be achieved by May 15th to be eligible for the internship during July. In addition, the advisor will review the required artifacts that are to be placed within the candidate's electronic portfolio. Candidates who have not kept their portfolio current or who have not included appropriate artifacts/evidences will not be allowed to continue until the portfolio becomes current and to the level of quality required to successfully meet the portfolio requirement. Students, not meeting portfolio requirements or successful completion of the Praxis II, will not be allowed to progress to the internship until changes and improvements are completed.

Gate #4-Portfolio - Comprehensive Exit Assessment

All candidates for the MSE or licensure in Gifted Education are required to complete a comprehensive exit assessment that consists of a portfolio review. The portfolio is in part a collection of artifacts from authentic performance-based assessments that confirm the candidate has met NAGC/CEC standards. The candidate must be affirmed in each standard in order to receive credit for the exit review and receive a degree.

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

The mission of the College of Education (COE) is to generate and disseminate knowledge through teaching, research, and service and to apply that knowledge toward improving education and the quality of life for all individuals in a pluralistic and democratic society. A conceptual framework (Learning to Teach/Teaching to Learn) aligns with this mission. A strong relationship exists between the NAGC/CEC Standards, the Arkansas Standards, and the unit's conceptual framework, which are equally important to the pedagogical status of the program and are embedded in the coursework and performance based requirements.

The Arkansas Standards for Gifted/Talented Education are divided into five broad categories. Standards 1-5 relate to the teacher candidate's ability in terms of (a) the content she or he is teaching, (b) the planning of curriculum, (c) the delivery of instruction based on individual learning needs, (d) the student/teacher relations and (e) the essential collaboration skills with stakeholders.

The COE conceptual framework was revised in 2008 and is the latest phase of the evolution of this framework. The objective is to prepare the professionally emerging teacher in the specific areas of knowledge and skills delineated in Learning to Teach/Teaching to Learn. These performance-based standards have been identified by P-12 professionals, the academic community of Arkansas State University, and national and state standards for the profession. It consists of nine standards including:

- Professionalism: The teacher candidate behaves in a professional, ethical, and legal manner.
- Communication skills: The teacher candidate demonstrates effective communication skills.
- Diversity: The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- Curriculum: The teacher candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- Teaching Models: The teacher candidate implements a variety of teaching models.
- Classroom Management: The teacher candidate utilizes appropriate classroom management strategies.
- Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- Reflective Teaching: The teacher candidate utilizes action research to enhance teaching and learning.
- Subject Matter: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

In terms of professionalism Standard 9: Professional and Ethical Practice (NAGC/CEC) addresses similar issues regarding respectful, ethical, and professional practice. In the category of communication, Standard 6 Language and Communication as well as Standard 10: Collaboration relate to the teacher candidate's ability to communicate effectively with students based on their level of giftedness and the candidate's ability to communicate effectively with stakeholders. Diversity, as a component of the unit conceptual framework, is embedded throughout all NAGC/CEC standards. In addition, Standard 3: Individual Learning Differences is strongly linked to the concepts and components of the diversity category in the unit conceptual framework. Curriculum, classroom management, reflective teaching, and subject matter are components of NAGC/CEC Standard 4: Instructional Strategies and Standard 7: Instructional Planning. Finally, the assessment piece of the unit conceptual framework is closely aligned to NAGC/CEC Standard 8: Assessment. Consequently, there is a strong correlation between the College of Education conceptual framework and standards that guide the program in Gifted, Talented and Creative Education. (Appendix E-chart)

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

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

Action research is utilized throughout the unit to ascertain and enhance the health of individual

programs and the unit as a whole. Annually, the MSE in Gifted Education is reviewed by examining data collected via specific NAGC/CEC assessments, prescribed unit internal program assessments (Graduate Candidate Survey and Internship Summative Evaluation), and external program assessments (Graduate Program Evaluation Exit Survey and the state licensure exam). An annual improvement action plan, required throughout the unit, is devised and sent to the Program Evaluation Committee for review and acceptance. In addition, a report of the results of the previous year's action plan is reported.

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

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

Program of Study Section 1 Attachment C

See **Attachments** panel below.

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

Field Experience Log Attachment D	Table 1, Figure 1 Field Experience Hours & Standards Attachment E
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See **Attachments** panel below.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2007-2008	36	22
2006-2007	34	23
2005-2006	29	17

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

9. Faculty Information

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

Faculty Member Name	John Beineke
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. Social Science Education/ American History Ball State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Dean of the College of Education & Faculty
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Article in the Journal of the European Teacher Education Network (2004): How Can Rural Schools Inform the Practice of Urban Schools Member, Arkansas Professional License Standards Board 2007-2010 Member, Board of Arkansas Association of Colleges for Teacher Education, 1999-2008
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Experience in P-12 Schools: Member, Board of Foundation for Jonesboro School District Governing Committee for ASU Partnership with Jonesboro, Nettleton, & Valley View Public Schools Supervised Interns & Student Teachers Secondary Teacher & Department Chair Current Licensure: Arkansas Curriculum Specialist K-12 Middle Level Social Studies Secondary Social Studies Indiana Social Studies K-12 Iowa Social Studies 7-12

Faculty Member Name	Mitchell Holifield
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. Educational Leadership Southern Illinois University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Department Chair (Educational Leadership, Curriculum and Special Education) & Faculty
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Presentation at the 2007 National Council of Professors of Educational Administration Conference: Ethical Reasoning: A Performance-Based Rubric Member, Arkansas Professional Standards Licensure Board Member, National Council of Professors of Educational Administration
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Experience in P-12 Schools: Master Principal Coach, Arkansas Leadership Academy, Wynne School District Facilitator, Arkansas Administrator Mentor Training Program, Arkansas State Department of Education Consultant, Osceola School Charter School Exploration Committee, Osceola School District Grant Evaluation Consultant, Jonesboro Public School District Member, Arkansas Scholastic Audit Steering Committee, Jonesboro High School Desegregation Consultant, Camden Public Schools Evaluator, Pulaski County Magnet School Program Current Licensure: Missouri Secondary Principal Superintendent

Faculty Member Name	Julie Lamb-Milligan
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. Gifted Education/ Curriculum & Instruction Kent State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Director of the Gifted Education Program & Faculty (Instructor of all core content in gifted education)
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES

Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Authored Assessment of Giftedness: Concise and Practical (2007) AGATE Arkansans for Gifted & Talented Board of Directors (2000-2005) Member, Task force for NAGC (National Association for Gifted Children) to consolidate NAGC/CEC Standard (2005)
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Experience in P-12 Schools: Advisory Board for Paragould School District: Advanced Learning Program (2006-2008) Consultant for Kennett Public Schools: Program for the Gifted (2007-2008) STUDY: Creative Potential Among Primary Children: Crowley's Ridge Academy (2005-2008) Consultant for Brinkley Public Schools Curriculum Development (2002-2004) Paragould School District Facilitator and Administrator of Gifted Education (1989-2000) Blytheville Public School Jr. High Science (1987-1989) Marked Tree Public School Middle School Science/Math (1984-1987) Current Licensure: Arkansas Elementary Education 1-6, Gifted Education, Curriculum and Instruction

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

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

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

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

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

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

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

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

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II in Gifted Education	State Licensure Exam Implemented as a requirement by ADE (Arkansas Dept of Ed.) fall 07. Data available for spring & summer 08	Students take the Praxis II: Gifted Education as Gate III – a requirement for entry into the internship.
			The teacher candidate's

Assessment #2: Assessment of content knowledge in special education (required)	Portfolio	Portfolio (Livetext - Electronic Portfolio implementation - fall 2007; Paper portfolios 2004-2007)	portfolio is reviewed the semester before entering the internship. A final portfolio review occurs the semester the teacher candidate files an intent to graduate card.
Assessment #3: Assessment of candidate ability to plan instruction (required)	Instructional Plan	GT Data from Program & Instructional Plan for Differentiating Curriculum	During the course ELSE 5713 Educational Procedures & Materials for Gifted, Talented and Creative, the teacher candidate prepares a plan that includes a program philosophy, goals and objectives, framework of skills K-12, and a management plan format.
Assessment #4: Assessment of student teaching (required)	Practicum-Internship Evaluation	GT Data from the Evaluations of the teacher candidate's performance during the internship	During ELSE 6833 Practicum (Internship), the teacher candidate is observed by the university supervisor. Feedback is provided based on the candidate's ability to plan curriculum, deliver instruction, assess students' performance, and implement refle
Assessment #5: Assessment of candidate effect on student learning (required)	GT Intervention Plan	Intervention Plan for Differentiating Curriculum - Teachers Pre and Posttest students before and after the implementation of curriculum devised to enhance creative and critical thinking.	The teacher candidate develops a differentiated curriculum unit while taking ELSE 5713 Educational Procedures & Materials for GTC Education or ELSE 6433 Creativity that can be implemented in his or her classroom.
			While teacher

Assessment #6: Additional assessment that addresses NAGC/CEC standards (required)	Case Study	Data from a Case Study	candidates are engaged in ELSE 5723 Assessment for Programming for Gifted, Talented, & Creative, a student is assessed for giftedness. Multiple assessment instruments are used with an emphasis on diverse ethnic or cultural backgrounds.
Assessment #7: Additional assessment that addresses NAGC/CEC standards (optional)	Collaboration Plan	Additional Assessment: Data from a Collaboration Plan	While taking ELSE 6033 Affective Programming in the Classroom, the teacher candidate prepares a Collaboration Plan which includes a systematic means to communicate with parents and a plan for the overall advocacy for gifted children.
Assessment #8: Additional assessment that addresses NAGC/CEC standards (optional)	Program Evaluations Exit Survey	Additional Assessment: Graduate Survey Program Evaluations Exit Survey	At the end of the degree or program of study, all program completers fill out a Program Evaluation Exit Survey. This evaluation indicates how well the teacher candidates feel the program has prepared him or her to facilitate or coordinate a program.

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

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

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

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

1. 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.

Information should be provided in Section I (Context) to address this standard.

2. CONTENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
<p>1. Foundations. Special educators 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 that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	b	b	b	e	e	e	b	b
<p>2. Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s)</p>	b	b	b	e	b	e	b	b

Knowledge and Skills for which the preparation program is preparing candidates.

3. Individual Learning Differences. Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

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Beginning special educators demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

4. Instructional Strategies. Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

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Beginning special educators demonstrate their mastery this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can

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safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Beginning special educators demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

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Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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<p>Beginning special educators demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>								
<p>8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</p>	b	b	e	e	b	b	e	b
<p>Beginning special educators demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>								
<p>9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-</p>	e	b	e	b	b	e	e	b

based best practices. Special educators know their own limits of practice and practice within them.

Beginning special educators demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

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SECTION IV - EVIDENCE FOR MEETING STANDARDS

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

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

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

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

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

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

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

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

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

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

Assessment 1 Narrative	Assessment 1 Data
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See **Attachments** panel below.

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

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

Assessment 2 Narrative	Assessment 2 Data
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See **Attachments** panel below.

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

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

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

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

Assessment 3 Narrative	Assessment 3 Data
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See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAGC/CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted (Answer Required)

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

Assessment 4 Narrative	Assessment 4 Data
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See **Attachments** panel below.

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

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

Assessment 5 Narrative	Assessment 5 Data
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See **Attachments** panel below.

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

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

Assessment 6 Narrative	Assessment 6 Data
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See **Attachments** panel below.

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

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

Assessment 7 Narrative	Assessment 7 Data
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See **Attachments** panel below.

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

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

Assessment 8 Narrative	Assessment 8 Data
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See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

SECTION V: USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Arkansas State University

Department of Education Leadership, Curriculum & Special Education

GIFTED EDUCATION

CONTENT KNOWLEDGE:

Over the past three years, the teacher candidates seeking a licensure or master's degree in gifted, Talented & Creative Education have demonstrated themselves to be competent in content knowledge required for a beginning teacher of the gifted. Portfolios submitted by all candidates have been exceptional. The teacher candidates have been permitted to make choices regarding the entries. Overall,

the artifacts have been flawless regarding this performance-based measure in the realm of the teachers' knowledge of gifted children.

The Praxis II: Gifted Education exam is yet new to the state of Arkansas. And while the pass rate is 90% for the program completers at ASU, only a small number have taken the exam. The fact that one person (out of the ten tested to date) failed the exam, is cause for consideration. The professor of the gifted education program is the primary instructor for all course work related to giftedness. All of the courses are being delivered by online or web-assisted means. Thus, all candidates use blackboard for at least a portion of their coursework. During the fall of 2008, a new exam section will be added to each course via Blackboard. The teacher candidates will be required to engage in sample questions related to the course he or she has just completed. These questions will be based on the format of the Praxis II: Gifted Education Exam. These practice assessments will be required for the program candidates to successfully complete the course being taken. Perhaps the establishment of the opportunity and requirement of online quantitative content-based exams will provide the candidates with a measure of confidence, review and practice in terms of successful completion of the Praxis II.

PROFESSIONAL & PEDAGOGICAL KNOWLEDGE, SKILLS AND DISPOSITIONS:

The assessments in place used currently to assess the candidates' professional knowledge, skills and dispositions include data collection from the candidates' development of or involvement in an Instructional Plan, a Case Study, a Collaboration Plan and the Capstone Internship. The candidates have demonstrated exemplary or acceptable performance in their ability to conduct a case study and device a collaboration plan for all stakeholders. Only a small percentage (approximately 3%) of all the teacher candidates were unable to successfully organize a program for the gifted or were unable to create appropriate curriculum. These statistics that the performance-based measures required during the program are highly effective in preparing candidates to facilitate for gifted students.

It is however, important that these assessments be evaluated throughout the course rotation. An evaluation is going to be prepared for teacher candidates which they will complete following the three courses required involving these assessment tools. Teachers will be asked to consider the use of these measures to determine their preparedness to provide instruction and work with stakeholders. They will be asked to offer any suggestions regarding variations of these projects to better prepare them to facilitate or coordinate a program for the gifted.

The evaluations for the internship have been exceptionally high over the past three years. The teacher candidates typically display well planned and effective delivery of instruction during the summer scholars program. The teachers also evaluate the practicum/internship at the end, and those evaluations are used to make adjustments for the following year's program. These evaluations will be continued. Another consideration for the program in terms of long term program planning is the implementation of a 3-year-out program evaluation. Teachers, who have prepared the instructional plans, collaboration plans, and case studies, will be asked (once they have been teaching gifted children for three years), how well these projects and events helped prepare them in the field. This might also provide some insight into how we can better serve and prepare our teachers going through graduate studies in gifted education. Plans are also being made to develop an advisory group of teachers and administrators to assist professor of gifted education with suggestions for program changes. This advisory group would convene in the fall and spring semesters to discuss the relationship between the assessments geared toward knowledge, dispositions and skills and the work they do everyday in the field with gifted learners and programs for the gifted.

With multiple means to constantly provide a 'check and balance' of the opportunities for teachers pursuing studies in gifted education and the practitioners in the field, our hope is to offer a more thorough program.

STUDENT LEARNING. Since only 90% of the teachers completing the Differentiated Curriculum Plan submitted results of a pre and post assessment of students' abilities, and only 78% of those teachers indicated their differentiated curriculum had a positive impact on their students' learning, there is an apparent need to consider ways to improve the assessment (#5) measure. There is only one place on the

rubric, which guides the project, for teachers to indicate their impact on students' learning. Perhaps this measure can be expanded to be more specific and inclusive of specific elements that relate to the implementation of curriculum and various teaching strategies and their impact student learning. For example, a series of questions might be asked:

What makes the pre and post assessment an accurate measure of students' performance related to the unit of study?

What kinds of strategies are used with the implementation of the unit?

What kinds of changes do you expect of the learners in your classroom involved in this unit?

What does a change in scores from the beginning to the end of the study indicate?

How do you know?

While reflections are required of the teacher candidates during this project and during the capstone internship experience, teachers appear less prepared to report change in students' performance, abilities or skills than they are to create curriculum, match assessment measures to curriculum and deliver the instruction. This is an area, for constant evaluation and reevaluation for the best methods or practice. All of these areas of consideration and development are program changes which we feel will positively impact the growth and success of the Gifted, Talented and Creative Education program at Arkansas State University.

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

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

Please click "Next"

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