

# 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

09 / 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 **OR** Not nationally

recognized [See Part G]

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

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

- Yes
- No
- Not applicable
- Not able to determine

**Comment:**

Although only one year of data were provided, the results did meet the criteria with a 90% pass rate for the year reported. New data will not be released until July of 2009.

**Summary of Strengths:**

More data were supplied in the response to conditions report. Candidates are required to present a power point presentation to their school board to meet the conditions of Standard 1. Data from three years of candidates (N=63), indicate mastery of the knowledge at 98%.

**PART B - STATUS OF MEETING SPA STANDARDS**

**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.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

The Praxis II Gifted Education exam was implemented in Arkansas in 2007. The number of candidates who had completed the program, taken the exam, and reported scores was limited to the 2007 data. According to the narrative submitted in the response to conditions report, new data will be released by the university's office of Professional Education Programs in July of 2009. By the end of the fall semester in 2010, three years of data will be available for the Praxis II Gifted Education exam.

Other evidence in response to Standard 1 was provided in further requirements for various courses including a power point to a school board, a creativity notebook, and revisions in course content to focus on the foundations of gifted education.

**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.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

New evidence and data reveal other artifacts that document knowledge concerning the development and characteristics of giftedness. For example, the candidates are now required to read and review two articles from professional literature, prepare a critique on both and then create a brochure from the knowledge gained. These artifacts address the need for more information concerning candidate knowledge concerning diversity, characteristics of giftedness, and developmental characteristics.

Additional evidence and data are provided in an interview in which candidates conduct interviews with a building administrator, a school district administrator, a classroom teacher and a parent of a gifted child. Each stakeholder answers questions regarding his or her perception of giftedness. Teacher candidates analyze and draw conclusions based on the interviews. One portion relates to characteristics of giftedness.

Further evidence and data for this standard are found in the power point, mentioned in conjunction with Standard 1, which also contains a section that relates to development and characteristics of learners.

**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.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Standard 3 was met in the initial submission.

**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.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Standard 4 was met in the initial submission.

**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.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Standard 5 was met in the initial submission.

**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.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

This standard was not met in the previous submission. The previous comment was that "particular attention needs to be given to this standard. At least one assessment needs to provide opportunities for candidates to address this standard explicitly." Several artifacts were included this time with a major assessment focused on a Diversity Plan that specifically addresses the items in this standard. The rubric attached also differentiated among the various levels of skill demonstrated in meeting this standard. The Diversity Plan occurred in the course ELSE 6833. Additional focus on Standard 6 occurs in the Identification course, ELSE 5703. A previous description of an article review and brochure were described in Standards 1 and 2. The rubric for these artifacts includes a requirement in the critique of the article that focuses on diversity and the impact of culture. Additionally, a requirement of the brochure is stated as "Communication essential to the education of individuals with gifts-including the impact of diversity on communication." A second criterion for assessment in the rubric is focused on "Resources and strategies to enhance communication" and included communication skills that address advanced skills of communication. The addition of the artifacts provide a clearly focused expectation that would result in consistent responses to knowledge and skills contained within the language of this standard. The addition of the rubrics which align with the standards are evidence that this standard has been met.

**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.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Diversity planning is covered in the assignments described for Standards 1, 2, and especially 6. Additional evidence for aligning the program with Standard 7 is provided in a revised rubric for ELSE 5713 that adds requirements for including diversity in planning for curriculum and assessments for satisfying the course requirements. Additional evidence focusing on technology is provided in the rubric criteria that is worded as follows, " Teacher candidate uses technology to research and include assistive technologies to students (i.e., research projects)." The additional materials adequately meet this standard.

**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.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Standard 8 was previously met.

**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.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

The information on diversity provided in other responses to Standards 1, 2, 6 and 7 adequately attest to the coverage of the diversity issues. The response provided to the met with conditions decision for this standard indicates adequately that ethics are covered in all courses through requirements and course

materials.

**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
jñ	jñ	jñ

**Comment:**

Standard 10 was previously met.

### 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.)**

See comments in previous report.

**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.)**

Evidence provided in the response to conditions report for Standards 6, 7, and 9 add to the effectiveness of candidates' ability to understand and apply pedagogical and professional content knowledge, skills and dispositions.

**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.)**

See comments in previous report.

### 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)**

Additional evidence and additions to rubrics address the issues of concern from the initial findings.

### PART E - AREAS FOR CONSIDERATION

### Areas for consideration

In response to the Areas of Consideration in Part E of the initial review, the following explanations adequately respond to the conditions presented: Rubrics have been aligned to meet standards in response to the conditions to be met. In addition, additional evidence that Standards 2, 6, 7, and 9 have been met are included this time. Standard indicators are obvious. Clarification of instructions for Assessment 5 has been added. The format for teacher reflections during ELSE 5713 and during the internship will be revised before the 2009 internship begins, according to the response to the conditions report. In an explanation for the hours' discrepancy, the compiler of the program submission explains the different hours adequately. The reason that only one faculty member teaches the gifted courses is attributed to the fact that only one faculty member has a terminal degree in gifted education. Although this is not optimal and different perspectives are healthy in an advanced degree, the explanation is provided and adequately meets the condition presented. All areas of concern are adequately addressed.

### PART F - ADDITIONAL COMMENTS

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

None.

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

None.

### PART G -DECISIONS

#### Please select final decision:

- Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

#### Please click "Next"

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