Institution:  Emporia State University

Accredited By:  ☒ KSDE   ☒ NCATE

Date Submitted:  August 22, 2010

Name of Preparer(s):  Connie L. Phelps

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Level of the Program:  ☒ Initial   ☒ Advanced

Grade levels for which candidates are being prepared:
☒ K-6   ☒ 5-8   ☒ 6-12   ☒ PreK-12

Is this program being offered at more than one site?  ☒ Yes   ☒ No

If yes, please list the sites at which the program is offered:

Program Report Status:

☒ New Program   ☒ Continued Program   ☒ Dormant Program

(NEW PROGRAMS MUST SUBMIT SYLLABI)

A PROGRAM WILL NOT BE RECOMMENDED FOR FULL APPROVAL IF IT MEETS FEWER THAN 75% OF THE STANDARDS.
GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from multiple assessments that, taken as a whole, will demonstrate candidate mastery of the Kansas standards. These data will also be used to answer the following questions. Reviewers expect these prompts to be answered by the report.

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning?

To that end, the program report form includes the following sections:

I. Contextual Information – provides the opportunity for institutions to present general information to help reviewers understand the program.

II. Assessments and Related Data – provides the opportunity for institutions to submit multiple assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

III. Standards Assessment Chart – provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program standards.

IV. Evidence for Meeting Standards – provides the opportunity for institutions to discuss the assessments and assessment data in terms of standards.

V. Use of Assessment Results to Improve Candidate and Program Performance – provides the opportunity for institutions to indicate how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, and skills; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and IV of the report should be kept to a maximum of five text pages. Although attachments longer than five pages will be accepted electronically, staff will require institutions to revise reports submitted with lengthy attachments.

Except for the required attachments, institutional responses can be entered directly onto the form. Specific directions are included at the beginning of each section.
SECTION I—CONTEXT

Complete the following contextual information:
A program of study that outlines the courses and experiences required for all candidates to complete the program. The program of study must include course titles and hours of credit per course. (This information may be provided as an attachment from the college catalog or as a student advisement sheet-- maximum of five text pages.) NEW PROGRAMS MUST SUBMIT SYLLABI IN THE DOCUMENT WAREHOUSE AND IN A FOLDER ON THE CD.

1. Chart with the number of candidates and completers. (Title-Chart with Candidate Information)\(^1\)
   (response limited to 6 pages, not including charts)

1. Program of Study:
Provide the following contextual information:

- Description of the relationship of the program to the unit's conceptual framework.

The Teachers College Conceptual Framework reflects the philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. The candidate preparing for a career in education is immersed in an academic milieu that values a number of tenets the faculty believe to be essential for the professional development and growth of teachers, other school personnel, and others in the helping professions: especially, the value of diversity; the relevance of authentic assessment; the essentials of professionalism; the importance of collaboration; the role of leadership; the significance of access to information; the usefulness of appropriate technology, and the power of reflection. Emporia State University’s professional education programs offered through The Teachers College are devoted to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice begin their professional lives as professional educators.

The unit embraces the idea that while successful professional educators can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning. The Conceptual Framework identifies six proficiencies resulting from this shared understanding. The candidate who is competent in these proficiencies becomes The Professional. Specifically, the Professional provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, relies on self-reflection, and belongs to a professional community.

The gifted special education program aligns with the unit’s conceptual framework of six common proficiencies and shared understandings. With an undergraduate degree and eligibility for teacher licensure as a solid foundation, the successful candidate demonstrates mastery of the six proficiencies as The Professional throughout master's-level graduate coursework required for endorsement in 24 hours and degree in 36 hours.

Alignment of four program courses with the unit conceptual framework relates to characteristics (SD850 Characteristics of Individuals with Gifts and Talents), educational services (SD851 Education of Individuals with Gifts and Talents), social and emotional issues (SD852 Social and Emotional Needs of 1 KSDE 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.
Individuals with Gifts and Talents), and creative teaching and learning (SD864 Creative Teaching and Learning) increase interdisciplinary scholarly knowledge to prepare the candidate or service to society. Also, two core program courses address consultation and collaboration skills (SD800 Consultation and Collaboration) and multiple assessment methods (SD820 Assessment in Schools) which assist the candidate in responding to uncertainty and change. The candidate works directly with gifted learners in two supervised practica field experiences. During the advanced practicum, the candidate relies on self-reflection by evaluating learning experiences with gifted learners to develop a capstone project. Throughout endorsement coursework and practica field experiences, the candidate continuously belongs to a professional community of practitioners to become The Professional.

In addition to completing the 24-hour endorsement, the candidate may continue to foster understandings and skills of the gifted learner with an additional 12 hours to earn the Master of Science in Special Education with a concentration in Gifted, Talented and Creative degree. The degree has non-thesis and thesis options.

ENDORSEMENT COURSEWORK (24 hours)
SD850 Characteristics of Individuals with Gifts and Talents (3 hours)
SD851 Education of Individuals with Gifts and Talents (3 hours)
SD855 Supervised Practice, Elementary Gifts and Talents I (3 hours)
OR
SD857 Supervised Practice, Secondary Gifts and Talents I (3 hours)
SD852 Social & Emotional Needs of Individuals with Gifts & Talents (3 hours)
SD864 Creative Teaching and Learning (3 hours)
SD856 Supervised Practice, Elementary Gifts and Talents II (3 hours)
OR
SD858 Supervised Practice Gifted II: Secondary Gifts and Talents II (3 hours)
SD800 Consultation and Collaboration (3 hours)
SD820 Assessment in Schools (3 hours)

DEGREE COURSEWORK (12 hours)

NON-THESIS DEGREE (12 hours)
SD802 Behavior Intervention (3 hours)
ER752 Analysis of Research (3 hours)
Electives courses (6 hours)
OR

THESIS OPTION DEGREE (12 hours)
SD802 Behavior Intervention (3 hours)
ER851 Research Design and Writing (3 hours)
PY520 Statistics (3 hours)
SC895 Thesis (3 hours)

Note: When a candidate completes the Master of Science in Special Education with concentration in Gifted, Talent and Creative degree, a written comprehensive examination or thesis is required.

- Indication of the program’s unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system.2

Program assessments occur throughout the candidate’s endorsement coursework that align with four unit

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2 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 KSDE/NCATE Standard 2.
decision points to evaluate progress with six varied measures: SD851 A-Z Notebook Project, SD855/857 Practicum Goals, SD852 Affective Unit, SD850 Research Paper, SD856/858 Capstone Project, and SD864 Professional Problem-Solving Project. The unit’s assessment system for advanced programs consists of the following decision points: Decision Point 1 Admission to Program of Study; Decision Point 2 Admission to Field Experiences; Decision Point 3 Completion of Field Experience; and Decision Point 4 Program Completion.

DECISION POINT 1: Admission to Program of Study
The applicant receives admission to the program of study through a careful screening process. After submitting the graduate school application, fees, and official transcripts to meet graduate school requirements, the applicant must satisfy program requirements at the department level. These requirements include: submitting three letters of reference and disposition assessments, letter of intent, copy of current teaching license, and notification of appeal. The notification of appeal informs the applicant of assessments and criteria for making decisions regarding progress throughout the program. Dispositions assessments evaluate seven professional expectations on a four-point scale and are based on the unit conceptual framework of The Professional.

The applicant must demonstrate ability to complete advanced program coursework with a cumulative undergraduate GPA of at least 3.00 or at least 3.25 in last 60 hours on official transcripts. The letters of reference, disposition assessments, and letter of intent address the applicant’s potential to complete graduate level coursework and effectively teach gifted learners. The program faculty conducts a personal interview with the applicant and prepares an advisory program of study in consultation with the applicant.

When the applicant submits required materials, the program faculty reviews the materials to ensure the applicant meets program criteria. If approved, the program faculty, department chair, and licensure officer sign the program of study. The applicant is then admitted to the program of study and receives a copy of the program of study. Admission to a program of study is the formal approval by the department to pursue the endorsement or degree program after it is determined that all specified admission criteria have been met at all levels.

DECISION POINT 2: Admission to Field Experiences
The candidate must complete preliminary coursework at a grade of B or higher and receive approval by program faculty to enroll in the initial practicum field experience. To prepare for the initial practicum field experience at either the elementary or secondary level, the candidate completes the SD850 Research Paper and the SD851 A-Z Notebook Project program assessments. When admitted to the initial practicum field experience, the university supervisor places the candidate in an approved educational setting with gifted learners. The candidate must receive satisfactory evaluation ratings by the supervisor and successfully complete the SD855/857 Practicum Goals program assessment.

Eligibility for placement in the advanced practicum field experience requires completion of the initial practicum field experience with a grade of B or higher, additional program coursework completed at a B or higher grade, and approval by the program faculty. The university supervisor places the candidate in an approved educational setting with gifted learners, and the candidate may complete the advanced practicum at the elementary or secondary level. Preparation for the advanced practicum includes the SD852 Affective Unit and the SD864 Professional Problem-Solving Project program assessments.

Although program faculty may permit candidate enrollment in the practicum field experience concurrently with required coursework, the candidate must successfully complete prerequisite coursework prior to completion of the practica field experiences.

DECISION POINT 3: Completion of Field Experience
To complete the advanced practicum field experience, the candidate must fulfill all practicum requirements with a grade of B or higher. The candidate completes the SD856/858 Capstone Project program assessment during the advanced practicum.

DECISION POINT 4: Program Completion
The successful candidate demonstrates a practical knowledge, grounded in theory, of key concepts and skills included in the advanced curriculum pertinent to gifted education. Program completion requires a GPA of at least 3.0 on all content coursework and a GPA of at least 3.0 on all pedagogical coursework. The candidate must fulfill all program and department requirements, successfully complete two practica field experiences, and receive satisfactory scores on disposition assessments. Program completion requires department chair approval. The candidate who completes the 24-hour endorsement coursework may apply for gifted endorsement in Kansas at the K-6, 6-12, or K-6 and 6-12 grade levels.

In addition to the 24-hour endorsement program requirements, the candidate in the degree-seeking non-thesis option completes a written comprehensive examination. The candidate in the degree-seeking thesis option completes a thesis. The degree-seeking candidate in either the non-thesis or thesis option completes an additional 12 hours beyond the 24-hour endorsement coursework. The degree-seeking candidate completes a total of 36 hours of required coursework and receives department chair approval to graduate. The successful degree-seeking candidate is awarded the Master of Science in Special Education with a concentration in Gifted, Talented and Creative degree.

- 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.

The first step of Decision Point 1 Admission to Program of Study is application to the graduate school. The applicant must hold a bachelor’s degree from an accredited college or university and submit official transcripts from all colleges or universities attended to the graduate school. The application, fees, and official transcripts meeting the program GPA requirement satisfy graduate school requirements.

In addition to graduate school requirements, the department requires the applicant to submit three letters of reference and disposition assessments from persons qualified to assess the applicant’s ability to successfully complete graduate level program coursework and work effectively with gifted learners. The applicant submits a letter of intent, signs the notification of appeal, and provides a copy of a current teacher license. Program admission requires an undergraduate cumulative GPA of at least 3.0 or GPA of at least 3.25 in the last 60 undergraduate hours.

Prior to admission, the program faculty conducts an interview with the applicant and drafts an unofficial program of study. When the department receives all application materials, the program faculty evaluates the application. The admitted applicant receives a letter from the department, advisor assignment, and approved program of study. Upon admission to the program, the department files the approved program of study with the graduate office and licensure officer.

Retention at Decision Point 2 Admission to Field Experiences requires the candidate to make satisfactory progress on program content coursework and the initial practicum field experience with a grade of B or higher. The candidate must maintain an overall GPA of 3.0 or higher on coursework and receive satisfactory scores on the dispositions assessment. During the initial practicum experience, the advisor conducts pre- and post-practicum conferences with the candidate to maintain open channels of communication, consultation, and collaboration. Discussions include advisement to enroll in coursework, participation in professional development experiences, and two-way feedback on coursework and practicum field experience. The university professor or school supervisor scores the disposition assessment on a four-point rubric measuring seven professional expectations. After completing the initial
practicum field experience with a grade of B or higher and additional coursework, the candidate receives approval to enroll in the advanced field experience. The university supervisor conducts a pre-practicum conference with the candidate who enrolled in the advanced practicum field experience.

The degree-seeking candidate who completes the first 6 to 12 hours at a grade of B or higher is admitted to candidacy for the Master of Science degree in Special Education with concentration in Gifted, Talented and Creative degree. Degree candidacy is the formal approval to pursue a graduate degree after it is determined that all specified admission criteria have been met at all levels.

Each semester, the advisor may access an updated electronic transcript of the candidate’s coursework grades. In case of insufficient progress, the advisor contacts the candidate. The admission requirements and the early warning procedures are helpful in correcting academic problems at their inception. A number of instructional and personal support services including Disability Services are available to the candidate. The candidate must make satisfactory progress on all program assessments during Decision Point 2 to advance to Decision Point 3.

Retention practices during the Decision Point 3 Completion of Field Experience include the post-practicum conference and disposition evaluation. The candidate is expected to continuously demonstrate personal characteristics appropriate to the profession. Academic dishonesty is a basis for disciplinary action.

Exit from the program at Decision Point 4 Program Completion requires satisfactory assessment of requisite knowledge and skills on program assessments designed to meet the Kansas Standards for Educators of the Gifted. The candidate must complete 24 hours of endorsement coursework including two practica field experiences with a grade of B or higher, earn a cumulative GPA 3.0 or higher, and receive satisfactory scores on the disposition assessment.

The candidate in the degree-seeking non-thesis option completes a comprehensive written examination evaluated by graduate program faculty at an acceptable or target level. The candidate in the degree-seeking thesis option completes a thesis and receives approval from the thesis chair and advisory committee, department chair, and graduate dean. In either degree options, the successful candidate completes an additional 12 hours beyond the 24 hours of endorsement coursework and maintains a 3.0 GPA or higher in the total 36 hours of required coursework. The candidate must complete all degree requirements within seven years of the first enrollment date. The degree-seeking candidate must file an intent to graduate the semester preceding graduation.

The candidate who successfully completes 24 hours of endorsement coursework and meets all program, department, and college requirements may apply for the Kansas endorsement of the gifted at K-6, 6-12, or K-6 and 6-12 grade levels. The candidate who successfully completes the 36 hours of degree coursework in the non-thesis or thesis option and meets all department, college, and university requirements is awarded the Master of Science in Special Education with a concentration in Gifted, Talented and Creative degree.

- 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.

During Decision Point 2 Admission to Field Experiences, the candidate acquires content knowledge and develops performance skills in prerequisite coursework to prepare for the initial and advanced practica field experiences. The university supervisor or school supervisor endorsed in gifted education provides feedback and assessment on development of the candidate’s knowledge and skills as identified in the unit conceptual framework. During this stage the candidate is required to:
• Work with diverse students in a variety of settings
• Use technology in the teaching/learning process
• Model professional and ethical behavior
• Engage in self-evaluation and reflect on that evaluation
• Use student work to evaluate a lesson and success of instruction
• Demonstrate KSDE Standards for Education of the Gifted
• Demonstrate subject matter competency

The program requires an initial and an advanced practicum field experience with gifted learners. The candidate is recommended to complete one practicum at the K-6 grade level and one practicum at the 6-12 grade level to receive endorsement at both levels. However, the candidate may choose to complete two practica field experiences at the K-6 or 6-12 grade levels for endorsement at either the K-6 or 6-12 grade levels. The candidate enrolls in semester-long initial and advanced practica field experiences working with gifted learners on their caseload and is supervised by a professional educator with endorsement in gifted education. In some instances, the candidate may complete the initial practicum field experience in an enrichment camp setting with 30 or more contact hours with gifted learners under the supervision of the university professor to meet provisional endorsement requirements during the summer.

At Decision Point 2 Admission to Field Experiences, the candidate completes the prerequisite SD850 Characteristics of Individuals with Gifts and Talents and SD851 Education of Individuals with Gifts and Talents coursework at grade of B or higher and receives permission to enroll in the initial practicum.

The initial practicum field experience includes two supervised lessons evaluated by the observation of 15 performance skills on a 6-point scale; final evaluation based on the 8 Kansas Standards for Educators of the Gifted scored on a 4-point scale; and disposition assessment scoring 7 professional expectations on a 4-point scale. The candidate is encouraged to participate in the evaluation process. The university supervisor evaluates written practicum requirements. The candidate develops written goals, completes six reflective journals, designs two lessons for gifted learners, responds to pre- and post-practicum questionnaires, and arranges pre- and post-practicum conferences with the university supervisor. The candidate must complete the initial practicum experience with a grade of B or higher.

The candidate receives approval to enroll in the advanced practicum field experience after completing prerequisite coursework SD852 Social and Emotional Needs of Individuals with Gifts and Talents and SD864 Creative Teaching and Learning at a grade of B or higher.

At Decision Point 3, the successful candidate completes the advanced practicum field experience which concludes with the SD856/858 Capstone Project program assessment. The candidate must earn a course grade of B or higher in the advanced practicum field experience.
2. **Chart with 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. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, and master’s, doctorate) being addressed in this report.

| Program (initial): | 
| --- | --- | --- |
| Academic Year | # of Candidates Enrolled in the Program | # of Program Completers |
| 2007-2008 | 90 | 20 |
| 2008-2009 | 88 | 16 |
| 2009-2010 | 113 | 23 |

| Program (Post-baccalaureate – Added Endorsement): | 
| --- | --- | --- |
| Academic Year | # of Candidates Enrolled in the Program | # of Program Completers | Master’s/Ed. Specialist/Doctoral |
| 2007-2008 | 90 | 20 | 3 |
| 2008-2009 | 88 | 16 | 12 |
| 2009-2010 | 113 | 23 | 12 |

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3 An enrolled candidate is officially admitted to the program.

4 KSDE 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.
In this section, list the multiple assessments that are being submitted as evidence for meeting the Kansas standards for this content area. All programs must provide a minimum of six assessments, maximum of eight assessments; assessments #1-6 are required for all programs. For each assessment, indicate the type or form of the assessment and when it is required/administered in the program.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Required/Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Licensure assessment, or other content-based assessment] * (Required)</td>
<td>Standardized</td>
<td>Not available in Gifted Education</td>
</tr>
<tr>
<td>a. Praxis II-content test data and sub-score data if utilized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. PLT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Assessment of candidate ability to plan instruction] * (Required)</td>
<td>Individualized Instruction Curriculum Planning</td>
<td>SD851 Education of Individuals with Gifts and Talents</td>
</tr>
<tr>
<td>SD851 A-Z Notebook Project</td>
<td></td>
<td>Decision Point 2 Admission to Field Experience</td>
</tr>
<tr>
<td>SD855/857 Practicum Goals</td>
<td></td>
<td>Decision Point 2 Admission to Field Experience</td>
</tr>
</tbody>
</table>

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

6 Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, portfolio).

7 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 number], or completion of the program).

8 Assessment #1a Praxis II sub-score data may be used as an assessment for meeting content standards. A data table for Praxis II content test and a data table for sub-score data must be submitted but a rubric is not required.

9 Clinical experience includes practica, student teaching and internships.
<table>
<thead>
<tr>
<th>Name of Assessment ⁵</th>
<th>Type or Form of Assessment ⁶</th>
<th>When the Assessment Is Required/Administered ⁷</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>[Assessment of candidate effect on student learning] * (Required) SD852 Affective Unit</td>
<td>Thematic Instructional Unit Work Sample SD852 Social &amp; Emotional Needs of Individuals with Gifts and Talents Decision Point 2 Admission to Field Experience</td>
</tr>
<tr>
<td>5</td>
<td>[Content-based assessment *(Required)] Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards OR course grades-based assessments ¹⁰ related to content knowledge. SD850 Research Paper</td>
<td>Gifted Special Population Research Project SD850 Characteristics of Individuals with Gifts and Talents Decision Point 2 Admission to Field Experience</td>
</tr>
<tr>
<td>6</td>
<td>[Content-based assessment (Required)] Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s related to content knowledge. SD856/858 Capstone Project</td>
<td>Philosophy Paper and Curriculum Portfolio Capstone Project SD856/858 Supervised Practice, Elementary/Secondary Gifts and Talents II Decision Point 3 Completion of Field Experience</td>
</tr>
<tr>
<td>7</td>
<td>[Additional assessment that addresses Kansas content standards (Optional) ] SD864 Professional Problem Solving Project</td>
<td>Instructional Improvement Action Research Project SD864 Creative Teaching and Learning Decision Point 2 Admission to Field Experience</td>
</tr>
<tr>
<td>8</td>
<td>[Additional assessment that addresses Kansas content standards (Optional) ]</td>
<td></td>
</tr>
</tbody>
</table>

*Required Assessments

¹⁰ Course grades-based assessments can only be used for Assessment 5.
For each Kansas standard on the chart below, identify the assessment(s) in Section II that address each standard. **One assessment may apply to multiple Kansas standards.** In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting Kansas standards. To save space, the knowledge and performance indicators of the Kansas standards are not identified here, but are available on the website — www.ksde.org. The full set of standards provides more specific information about what should be assessed. **Please include information on assessments used for PreK if this is an all-level program.**

### SECTION III—STANDARDS ASSESSMENT CHART

<table>
<thead>
<tr>
<th>KANSAS STANDARD</th>
<th>APPLICABLE ASSESSMENTS FROM SECTION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher of learners with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of regular education, special education, and education of learners who are gifted.</td>
<td>#1a #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>2. The teacher of learners with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social, and emotional development.</td>
<td>#1a #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>3. The teacher of learners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner’s cognitive, academic, social, and emotional growth and development.</td>
<td>#1a #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>4. The teacher of learners with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local curriculum.</td>
<td>#1a #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>5. The teacher of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs.</td>
<td>#1a #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>6. The teacher of learners with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service.</td>
<td>#1a #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>7. The teacher of learners with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social, and emotional development of learners who are gifted.</td>
<td>#1a #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>KANSAS STANDARD</td>
<td>APPLICABLE ASSESSMENTS FROM SECTION II</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
</tbody>
</table>
| 8. The teacher of learners with needs for gifted learning experiences understands and practices professionalism and ethical behavior. | □ #1a  □ #2  □ #3  □ #4  
□ #5  □ #6  □ #7  □ #8 |
SECTION IV—EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** Information on the multiple assessments listed in Section II and the data findings must be reported in this section. 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.

For each assessment, the evidence for meeting standards should include the following information:

- A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time;
- The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
- A brief summary of the data findings;
- An interpretation of how that data provides evidence for meeting standards.

The response to each assessment is limited to the equivalent of two text pages.

For each assessment listed, you will need to attach the following:

- Scoring guides, criteria or rubric (specific to content of standard/s) used to score candidate responses on the assessment;
- A table (include # of candidates) with the aggregated results of the assessment providing, where possible, data for at least the most recent three years. Data should be organized according to the categories used in the scoring guide/criteria. Provide the percentage of candidates achieving at each category.

For each assessment #1a (sub-score data) and assessment #5(course grades-based assessments), you will include the following information:

- Praxis II sub-score data tables must be clearly labeled to indicate alignment with the standard it is assessing. Section IV narrative must clearly show alignment of sub-score data to the standard or elements of the standard.
- Course grades-based assessments have a brief description in the matrix. A more detailed and specific discussion of the alignment of activities, exams, and projects in the course to the standard should be included in the narrative description of assessment 5. The course grades-based assessments data tables will be included in the narrative of assessment 5. Each course grades-based assessments is numbered and lettered as 5A, 5B, 5C, 5D, 5E and 5F. Use the same number and letter in the narrative and the data table. If the course grades-based assessments are used as evidence for meeting two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. One course MAY NOT MEET more than two standards.

In the two columns for attachments, click in the box for each attachment to be included with the report. Each attachment should be no longer than five pages. The two attachments related to each assessment must be included for the program report to be complete. The report will not be reviewed until it is complete.
#1 (Required) CONTENT KNOWLEDGE: Data from licensure tests for content knowledge. Provide assessment information as outlined in the directions for Section IV. PRAXIS II Content and PLT. Submit overall score data for all candidates. Data tables for standards must be PRAXIS II sub-score data that are aligned to specific standard/s.)

Not required in Gifted

<table>
<thead>
<tr>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1</td>
</tr>
<tr>
<td>1a—Praxis II Content-Overall score data and subscore data per standard</td>
</tr>
<tr>
<td>1b—PLT</td>
</tr>
</tbody>
</table>

^{11} Licensure test data must reflect the percentage of candidates who have passed the state licensure test for each year since the last accreditation visit. The most recent year of data must include the range of total scores and sub-scores on the licensure test. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year. Sub-score data tables will report the N, the % of candidates' performance and the average performance range provided in the Praxis report.

#2 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. Provide assessment information as outlined in the directions for Section IV.

DESCRIPTION: Candidates complete the SD851 A-Z Notebook Project assessment in preparation for the initial practicum field experience. The project requires candidates to plan classroom-based instruction for a gifted learner with multiple related activities demonstrating successively increased levels of knowledge and skill. The project begins with a broad conceptual framework of foundations in general and gifted special education that culminates in a differentiated instructional unit for a gifted learner. The individualized project consists of three components: Curriculum Model, Student Study Profile, and Differentiated Unit IEP Goal. In the Curriculum Model component, candidates relate and apply the model to philosophical, historical, and legal foundations for gifted learners in general and gifted special education (Standard 1). The Student Study component requires candidates to use multiple assessment methods to diagnose, and evaluate the cognitive, academic, social, and emotional
growth and development of a gifted learner in narrative form (Standard 3a). In the Differentiated Unit IEP Goal component, candidates develop an IEP goal based on multiple assessment methods to monitor the cognitive, academic, social, and emotional growth and development of a gifted learner (Standard 3b). Candidates need to score numerical point values equivalent to 80.0% or higher on all three components, and they may submit revised assignments to demonstrate competency in requisite pedagogical and professional knowledge and skills to effectively plan classroom-based instruction on the SD851 A-Z Notebook assessment.

ALIGNMENT WITH STANDARDS

STANDARD 1 The teacher of learners with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of general education, special education, and education of gifted learners.

The Curriculum Model component forms the conceptual framework of the differentiated instruction unit. Candidates select a curriculum model to plan individualized instruction for a gifted learner. Individualized instruction of the gifted learner requires the candidate to make multiple applications of the curriculum model in general and gifted special education. Candidates relate the curriculum model to philosophical, historical, and legal foundations of general and gifted special education to meet Standard 1 (see Assessment 2 Scoring Rubric).

STANDARD 3 The teacher of learners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to a) diagnose, evaluate, and b) monitor the learner’s cognitive, academic, social, and emotional growth and development.

The Student Study Profile component (Standard 3a) require candidates to identify multiple assessment methods to diagnose and evaluate the cognitive, academic, social, and emotional growth and development of a gifted learner. Candidates diagnose and evaluate intervention data from multiple assessment sources to determine needs, interests, and learning styles of a gifted learner. Candidates develop an assessment-driven narrative to plan individualized instruction for a gifted learner to meet Standard 3a (see Assessment 2 Scoring Rubric).

The Differentiated Curriculum Unit IEP Goal component (Standard 3b) requires candidates to monitor the cognitive, academic, social, and emotional growth and development of a gifted learner through an IEP goal. Candidates develop the IEP goal based on multiple assessment methods in the Student Study narrative. Candidates select, apply, and use narrative multiple assessment methods to plan individualized instruction. Candidates use the IEP goal with dated intervals to monitor cognitive, academic, social, and emotional growth and development of the gifted learner to meet Standard 3b (see Assessment 2 Scoring Rubric).

SUMMARY OF DATA:

STANDARD 1: During the 2007-2010 assessment years, all (N=56) candidates met the standard. All candidates scored at the proficient (100.0%, N=56) level. The range consisted of the 100.0% score, and the mean was 100.0%. In 2007-2008, all candidates achieved the proficient (100.0%, N=19) level with a range score 100.0% and mean of 100.0%. In 2008-2009, all candidates reached the proficient (100.0%, N=16) level with a range score of 100.0% and mean of 100.0%. In 2009-2010, all candidates scored at the proficient (100.0%, N=21) level with a range score of
100.0% and mean of 100.0%. Candidates needed to score numerical point values equivalent to 80.0% or higher on the SD851 A-Z Notebook Project Curriculum Model component. They averaged 100.0% on the pass rate for all three years (see Assessment 2 Data Table).

STANDARD 3a: From 2007-2010, all (N=56) candidates met the standard. Candidates achieved competent (3.6%, N=2) and proficient (96.4%, N=54) levels. Scores ranged from 80.0-100.0% with a mean of 98.8%. In 2007-2008, all candidates scored at the proficient (100.0%, N=19) level with a range score of 100.0% and mean of 100.0%. In 2008-2009, candidates scored at competent (6.2%, N=1) and proficient (93.8%, N=15) levels with range of 80.0-100.0% and mean of 98.8%. In 2009-2010, candidates achieved competent (4.8%, N=1) and proficient (95.2%, N=20) levels with a range of 80.0%-100.0% and mean of 97.6%. Candidates needed to score numerical point values equivalent to 80.0% or higher on the SD851 A-Z Notebook Project Student Study Profile component. They averaged 100.0% pass rate for all three years (see Assessment 2 Data Table).

STANDARD 3b: In 2007-2010, 54 (N=56) candidates met the standard. Candidates scored at emergent (3.6%, N=2), competent (12.5%, N=7), and proficient (83.9%, N=47) levels. The range was 60.0%-100.0%, and the mean was 95.7%. In 2007-2008, candidates scored at the emergent (5.3%, N=1), competent (15.8%, N=3), and proficient (78.9%, N=15) levels with a range of 60.0-100.0% and mean of 94.5%. In 2008-2009, they scored at emergent (6.2%, N=1), competent (12.5%, N=2), and proficient (81.3%, N=13) levels with a range of 60.0-100.0% and mean of 94.7%. In 2009-2010, they achieved the competent (9.6%, N=2) and proficient (90.4%, N=19) levels with a range of 80.0-100.0% and mean of 97.6%. Candidates needed to score numerical point values equivalent to 80.0% or higher on the SD851 A-Z Notebook Project Differentiated Unit IEP Goal component. They scored a 96.4% pass rate during all three years (see Assessment 2 Data Table).

INTERPRETATION OF DATA:

STANDARD 1: With a pass rate of 100.0%, mean of 100.0%, and range score at 100.0% in 2007-2010; all (N=56) candidates attained the proficient level. Candidates understood and applied philosophical, historical, and legal foundations of general and gifted special education within the conceptual framework of the curriculum model. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD851 A-Z Notebook Project Curriculum Model component showed candidates met Standard 1 (see Assessment 2 Data Table and Scoring Rubric).

STANDARD 3a: A pass rate of 100.0%, mean of 98.8%, and range of 80.0-100.0% during 2007-2010 demonstrated all (N=56) candidates scored at the competent or proficient level to demonstrate knowledge and use of multiple assessment methods to diagnose and evaluate gifted learners. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD851 A-Z Notebook Project Student Study Profile component demonstrated candidates consistently met Standard 3a (see Assessment 2 Data Table and Scoring Rubric).

STANDARD 3b: The pass rate of 96.4%, mean of 95.7%, and range of 60.0-100.0% during 2007-2010 indicated 54 (N=56) candidates achieved competent and proficient levels. While 2 (5.7%) candidates needed to revise their work on IEP goal development to reach the competent level in 2007-2008 and 2008-2009, all (N=21) candidates scored at competent or proficient levels in 2009-2010. The pass rate was based on numeral point values equivalent to 80.0%. By requiring revised work for candidates at the emergent level in 2007-2008 and 2008-2009, the results of the SD851
A-Z Notebook Differentiated Unit IEP Goal showed candidates met Standard 3b (see Assessment 2 Data Table and Scoring Rubric).

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<tr>
<td>[Assessment of candidate ability to plan instruction] * (Required) SD851 A-Z Notebook Project</td>
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#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment that demonstrates candidates' knowledge and skills are applied effectively in practice. The assessment instrument used in student teaching should be submitted. Provide assessment information as outlined in the directions for Section IV.

DESCRIPTION: Candidates complete the SD855/857 Practicum Goals assessment during the initial practicum field experience. Candidates develop four curriculum goals for themselves as practitioners to apply learning from prerequisite coursework throughout the practicum field experience. The assessment consists of three components: Student Outcomes, Curriculum Differentiation Skills, and Learning Environments. The Student Outcome component requires candidates to align Practicum Goals with four practicum student outcomes to develop curriculum and instruction experiences for gifted learners in general and gifted special education settings (Standard 4a). The Differentiated Instruction Skills component evaluates candidates’ ability to plan four goal-related curriculum activities that apply instructional skills to structure advanced and expanded state and local curriculum (Standard 4b). The Learning Environments component measures candidates’ skill to accommodate learning environments responsive to cognitive, academic, social, and emotional needs of diverse gifted learners (Standard 5). Candidates need to score a numerical point value equivalent to 80.0% or higher on all three components, and they may revise assignments to demonstrate competency on pedagogical and professional knowledge and skills applied effectively on the SD855/857 Practicum Goals assessment.

ALIGNMENT WITH STANDARDS

STANDARD 4 The teacher of learners with needs for gifted curriculum a) understands curriculum and instruction in general education, special education, and education of gifted learners and b) applies those skills in structuring advanced and expanded state and local curriculum.

The Student Outcomes component (Standard 4a) requires candidates to develop four curriculum and instruction goals aligned with practicum Student Outcomes for gifted learners in general and gifted special education settings. The four Student Outcomes require candidates to: develop assessment-driven goals and objectives based on gifted learner IEPs or interests; design differentiated curriculum experiences for gifted learners;
select and adapt learning materials for gifted learners; and conference with general education teachers, parents, and community members concerning gifted learners to meet Standard 4a (see Assessment 3 Scoring Rubric).

In the Differentiated Curriculum Skills component (Standard 4b), candidates develop four goal-related activities that demonstrate skill in structuring advanced and expanded curriculum as individualized instruction for gifted learners. Candidates apply curriculum planning skills for gifted learners as enrichment and accelerated experiences. Activities implement local and state standards for diverse gifted learners to meet Standard 4b (see Assessment 3 Scoring Rubric).

STANDARD 5 The teacher of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs.

In the Learning Environments component, candidates demonstrate the ability to develop goals and activities to create learning environments that accommodate the needs of diverse gifted learners. Goals and activities promote academic achievement and social and emotional growth and development for gifted learners. Responsive learning environments provide choices that include technology skills, independent study, small and large groups, mentorships, or post-secondary preparatory experiences for diverse gifted learners. Candidates design goals and activities that create safe, positive, and productive learning environments and interactions to meet Standard 5 (see Assessment 3 Scoring Rubric).

SUMMARY OF DATA

STANDARD 4a: During the 2007-2010 assessment years, all (N=54) candidates met the standard. Candidates demonstrated competent (7.4%, N=4) and proficient (92.6%, N=50) level scores. The range of scores was 80.0-100.0% with a mean of 98.7%. In 2007-2008, candidates scored at competent (11.1%, N=2) and proficient (88.9%, N=16) levels with a range of 80.0-100.0% and mean of 98.4%. In 2008-2009, they achieved competent (6.7%, N=1) and proficient (93.3%, N=14) levels with a range of 80.0-100.0% and mean of 98.6%. In 2009-2010, they scored at competent (4.8%, N=1) and proficient (95.2%, N=20) levels with a range of 80.0-100.0% and mean of 99.0%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD855/857 Practicum Goals Student Outcomes component. They achieved 100.0% on the pass rate for all three years (see Assessment 3 Data Table).

STANDARD 4b: During the 2007-2010 assessment years, all (N=54) candidates met the standard. Candidates achieved competent (1.9%, N=1) and proficient (98.1%, N=53) levels. Scores ranged 80.0-100.0% with a mean 99.6%. In 2007-2008, all candidates scored at the proficient (100.0%, N=18) level with a range score of 100.0% and mean of 100.0%. In 2008-2009, they achieved competent (6.7%, N=1) and proficient (93.3%, N=14) levels with a range of 80.0-100.0% and mean of 98.6%. In 2009-2010, all candidates scored at the proficient (100.0%, N=21) level with a range score of 100.0% and mean of 100.0%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD855/857 Practicum Goals Differentiated Curriculum Skills component. They scored 100.0% on the pass rate for all three years (see Assessment 3 Data Table).

STANDARD 5: During the 2007-2010 assessment years, all (N=54) candidates met the standard. Candidates scored at competent (3.7%, N=2) and
proficient (96.3%, N=52) levels. The range of scores was 80.0-100.0% with a mean of 97.9%. In 2007-2008, all candidates scored at the proficient (100.0%, N=18) level with a range score of 100.0% and mean of 100.0%. In 2008-2009, they achieved competent (6.7%, N=1) and proficient (93.3%, N=14) levels with a range of 80.0-100.0% and mean of 98.6%. In 2009-2010, they scored at competent (4.8%, N=1) and proficient (95.2%, N=20) levels with a range of 80.0-100.0% and mean of 95.5%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD855/857 Practicum Goals Learning Environments component. They scored 100.0% on the pass rate for all three years (see Assessment 3 Data Table).

**INTERPRETATION OF DATA**

**STANDARD 4a:** A pass rate of 100.0%, mean of 98.7%, and range of 80.0-100.0% during 2007-2010 indicates all (N=54) candidates achieved the competent or proficient level. Candidates developed practicum goals demonstrating they understood how practicum student outcomes effected curriculum and instruction for gifted learners in general and gifted special education settings. The pass rate was based on numeral point values equivalent to 80.0%. The results on the SD855/857 Practicum Goals Student Outcomes component showed candidates met Standard 4a (see Assessment 3 Data Table and Scoring Rubric).

**STANDARD 4b:** The pass rate of 100.0%, mean of 99.6%, and range of 80.0-100.0% in 2007-2010 indicates all (N=54) candidates attained the competent or proficient level. Candidates consistently applied differentiated instruction skills to structure advanced and expanded curriculum for diverse gifted learners at state and local levels. The pass rate was based on numeral point values equivalent to 80.0%. The results on the SD855/587 Practicum Goals Student Profile component showed candidates met Standard 4b (see Assessment 3 Data Table and Scoring Rubric).

**STANDARD 5:** With a pass rate of 100.0%, mean of 97.9%, and range of 80.0-100.0% in 2007-2010, all (N=54) candidates attained the competent or proficient level to accommodate learning environments that met the cognitive, academic, social, and emotional needs of diverse gifted learners. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD855/857 Practicum Goals Learning Environments component demonstrated candidates met Standard 5 (see Assessment 3 Data Table and Scoring Rubric).

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12 Clinical experience includes practica, student teaching and internships.

20 Program Report Form – Kansas State Department of Education
#4 (Required) EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. Provide assessment information as outlined in the directions for Section IV.

DESCRIPTION: Candidates complete the SD852 Affective Unit assessment in preparation for the advanced practicum. The assessment requires candidates to develop five affective lessons in a thematic instructional unit to create supportive learning environments for diverse gifted learners. The assessment consists of three components: Introduction, Lesson Objectives, and Lesson Procedures. The Introduction component includes a unit goal for the five thematic affective lessons designed to meet the cognitive, academic, social, and emotional developmental needs of diverse gifted learners (Standard 2). The Lesson Objectives component demonstrates how instructional objectives of each of the five thematic affective lessons create learning environments responsive to meet the cognitive, academic, social, and emotional needs of diverse gifted learners (Standard 5). The Lesson Procedures component develops problem-solving, critical and creative thinking, social interactions, leadership, and service skill developmental experiences with step-by-step explanations for diverse gifted learners (Standard 6). Candidates need to receive a numerical point value equivalent to 80.0% or higher on all three components, and they may revise assignments to achieve the competent level demonstrating effects on diverse gifted learners on the SD852 Affective Unit assessment.

ALIGNMENT WITH STANDARDS

STANDARD 2 The teacher of learners with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social, and emotional development.

The Introduction component requires candidates to develop a thematic unit goal for five affective lessons to demonstrate effects on the cognitive, academic, social, and emotional growth and developmental needs of diverse gifted learners. The unit goal develops candidates’ understanding of the beliefs, traditions, and values in and between cultures of gifted learners, their families, and schools. The unit goal describes language, cultural differences, gender, learning style preferences, and individual interests of diverse gifted learners to meet Standard 2 (see Assessment 4 Scoring Rubric).

STANDARD 5 The teacher of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs.

The Lesson Objectives component requires candidates to develop instructional objectives for five affective lessons that create responsive learning environments to meet the cognitive, academic, social, and emotional needs of diverse gifted learners. Lesson Objectives address positive self-concept and self-regulation skills as effects on gifted learners to attain a sense of social and emotional well-being and cognitive achievement.

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13 Effects on student learning include the creation of environments that support student learning.
Candidates sequence, implement, and evaluate curriculum skills to understand and apply learning theory, subject content, and affective developmental constructs in creating supportive learning environments for diverse gifted learners to meet Standard 5 (see Assessment 4 Scoring Rubric).

STANDARD 6: The teacher of learners with needs for gifted curriculum understands and provides experience in skill development in problem solving, critical and creative thinking, social interaction, leadership, and service.

The Lesson Procedures component develops five affective lessons based on problem-solving, critical and creative thinking, social interactions, leadership, or service skill development for gifted learners with step-by-step procedures. Lesson Procedures describe diversity-related issues as effects on gifted learners’ problem-solving, critical and creative thinking skills, and positive social interactions to develop leadership and community service skills to meet Standard 6 (see Assessment 4 Scoring Rubric).

SUMMARY OF DATA

STANDARD 2: During the 2007-2010 assessment years, all (N=54) candidates met the standard. Candidates scored at competent (16.7%, N=9) and proficient (83.3%, N=45) levels. Scores ranged from 80.0-100.0% with a mean of 96.7%. In 2007-2008, candidates achieved competent (22.2%, N=4) and proficient (77.8%, N=14) levels with a range of 80.0-100.0% and mean of 95.8%. In 2008-2009, they scored at competent (86.7%, N=13) and proficient (86.7%, N=13) levels with a range of 80.0-100.0% and mean of 97.3%. In 2009-2010, they scored at competent (14.3%, N=3) and proficient (85.7%, N=18) levels with a range of 80.0-100.0% and mean of 97.1%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD852 Affective Unit Introduction component. They scored 100.0% on the pass rate for all three years (see Assessment 4 Data Table).

STANDARD 5: In 2007-2010, all (N=54) candidates met the standard. Candidates demonstrated competent (13.0%, N=7) and proficient (87.0%, N=47) levels. The range of scores was 80.0-100.0%, and the mean was 96.9%. In 2007-2008, they demonstrated competent (5.6%, N=1) and proficient (94.4%, N=17) levels with a range of 86.6-100.0% and mean of 98.1%. In 2008-2009, they scored at competent (6.7%, N=1) and proficient (93.3%, N=14) levels with a range of 80.0-100.0% and mean of 97.8%. In 2009-2010, they achieved competent (28.8%, N=5) and proficient (76.2%, N=16) levels with a range of 80.0-100.0% and mean of 95.2%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD852 Affective Unit Lesson Objectives component, and they scored 100.0% on the pass rate for all three years (see Assessment 4 Data Table).

STANDARD 6: From 2007-2010, all (N=54) candidates met the standard. Candidates achieved competent (3.7%, N=2) and proficient (96.3%, N=52) levels. Scores ranged from 83.3-100.0% with a mean of 98.9%. In 2007-2008, candidates scored at competent (5.6%, N=1) and proficient (94.4%, N=17) levels with a range of 83.3-100.0% and mean of 99.0%. In 2008-2009, they achieved competent (6.7%, N=1) and proficient (93.3%, N=14) levels with a range of 86.6-100.0% and mean of 98.7%. In 2009-2010, all candidates achieved the proficient (100.0%, N=21) level with a range of 90.0-100.0% and mean of 98.9%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD852 Affective Unit Lesson Procedures component, and they scored 100.0% on the pass rate for all three years (see Assessment 4 Data Table).
INTERPRETATION OF DATA

STANDARD 2: With a pass rate of 100.0%, mean of 96.7%, and range of 80.0-100.0% in 2007-2010, all (N=54) candidates scored at the competent or proficient level. Candidates consistently developed unit goals demonstrating effects on the cognitive, academic, social, and emotional development of diverse gifted learners. The pass rate was based on numeral point values equivalent to 80.0%. The results on the SD852 Affective Unit Introduction component demonstrated candidates met Standard 2 (see Assessment 4 Data Table and Scoring Rubric).

STANDARD 5: The pass rate of 100.0%, mean of 96.9%, and range of 80.0-100.0% demonstrated all (N=54) candidates scored at the competent or proficient level in 2007-2010. The results showed candidates understood how to develop instructional objectives that created supportive learning environments to accommodate diverse gifted learners and arrange responsive experiences to effect the cognitive, academic, social, and emotional needs of diverse gifted learners. The pass rate was based on numeral point values equivalent to 80.0%. The results on the SD852 Affective Unit Lesson Objectives component showed candidates met the standard (see Assessment 4 Data Table and Scoring Rubric).

STANDARD 6: With a pass rate of 100.0%, range of 83.3-100.0%, and mean of 98.9% during 2007-2010, all (N=54) candidates achieved the competent or proficient level. Results demonstrated candidates developed lesson procedures to effect social learning, leadership, and service skills of diverse gifted learners. The pass rate was based on numeral point values equivalent to 80.0%. The results on the SD852 Affective Curriculum Lesson Procedures component showed candidates met Standard 6 (see Assessment 4 Data Table and Scoring Rubric).

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<td>[Assessment of candidate effect on student learning] * (Required) SD852 Affective Unit</td>
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#5 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge. Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards OR the option of submitting course grades-based assessment related to content knowledge evaluation. Provide assessment information as outlined in the directions for Section IV. If submitting course grades-based assessment, the detailed description for Assessment #5 must clearly delineate the alignment of the course description and assessments to the standard that is assessed during the course in order to assure that the course grade reflects candidate knowledge of the standard. Describe course key activities, projects, assessments that show specificity to the standard. If course grades are used, include the program or unit definition of grades in the narrative or as an attachment to assessment 5. If the course grades-based assessments are used as evidence for meeting
two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. This narrative must state the proficiency level or grade acceptable by the program. COURSE GRADES-BASED ASSESSMENTS ARE LIMITED TO SIX COURSES.

DESCRIPTION: Candidates complete the SD850 Research Paper assessment in preparation for the initial practicum field experience. The assessment consists of multiple related assignments that successively increase content depth of a gifted special population. Candidates conduct a comprehensive study of a gifted special population and develop a research paper written in APA format. The assessment consists of three components: Conceptual Framework, Activity Introduction, and Literature Review. The Conceptual Framework component requires candidates to construct three or more concepts of a gifted special population into a framework of philosophical, historical, and legal foundations in general and gifted special education settings (Standard 1). The Activity Introduction component requires candidates to develop an activity addressing the cognitive, academic, social, and emotional developmental needs of diverse gifted learners within a special population (Standard 2). The Literature Review component requires candidates to demonstrate professional and ethical behaviors by summarizing and crediting sources in literature review summaries of a gifted special population (Standard 8). Candidates need to receive a numerical point value equivalent to 80.0% or higher on all three components, and they may submit revised assignments to reach competency assessing content knowledge on the SD850 Research Paper assessment.

ALIGNMENT WITH STANDARDS

STANDARD 1 The teacher of learners with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of general education, special education, and education of gifted learners.

The Conceptual Framework component requires candidates to construct three or more concepts found in gifted special populations into a framework of philosophical, historical, and legal foundations in general and gifted special education settings. Candidates research concepts related to underachievers, twice-exceptional, gender-based, ethnically or culturally diverse, or economically disadvantaged gifted special populations. Candidates construct a conceptual framework of a gifted special population in general and gifted education settings to meet Standard 1 (see Assessment 5 Scoring Rubric).

STANDARD 2 The teacher of learners with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social, and emotional development.

The Activity Introduction component requires candidates to develop an instructional activity addressing five or more cognitive, academic, social, and emotional developmental needs of a gifted special population. Candidates apply content knowledge of language, religion, gender, sexual orientation, or intellectual abilities to provide experiences for diverse gifted learner needs to meet Standard 2 (see Assessment 5 Scoring Rubric).

STANDARD 8 The teacher of learners with needs for gifted learning experiences understands and practices professionalism and ethical behavior.
The Literature Review component requires candidates to demonstrate professional and ethical behaviors by summarizing and crediting five resources in literature review summaries. Candidates increase perspective of controversial, non-validated knowledge and practices, and knowledge and practices that have been validated through research. Candidates gain appreciation of best practices through analysis of literature and perceived attitudes that facilitate or hinder professional and ethical practices related to gifted learners. Candidates value contributions published in peer-reviewed journals, and they demonstrate professionalism and ethical behaviors to meet Standard 8 (see Assessment 5 Scoring Rubric).

SUMMARY OF DATA

Standard 1: During the 2007-2010 assessment years, 51 (N=52) candidates met the standard. Candidates scored at the emergent (1.9%, N=1), competent (7.7%, N=4), and proficient (90.4%, N=47) levels. Scores ranged from 60.0-100.0% with a mean of 96.9%. In 2007-2008, they achieved competent (11.8%, N=2) and proficient (88.2%, N=15) levels with a range of 80.0-100.0% and mean of 96.6%. In 2008-2009, they scored at emergent (7.1%, N=1), competent (7.1%, N=1), and proficient (85.8%, N=12) levels with a range of 60.0-100.0% and mean of 95.7%. In 2009-2010, they achieved competent (4.8%, N=1) and proficient (95.2%, N=20) levels with a range of 80.0-100.0 and mean of 98.0%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD850 Research Paper Conceptual Framework component. They achieved a 98.0% pass rate for all three years (see Assessment 5 Data Table).

Standard 2: In 2007-2010, 51 (N=52) candidates met the standard. Candidates scored at emergent (1.9%, N=1), competent (11.5%, N=6), and proficient (86.5%, N=45) levels. The scores ranged from 60.0-100.0% with a mean of 97.5%. In 2007-2008, they scored at competent (17.6%, N=3) and proficient (82.3%, N=14) levels with a range of 80.0-100.0% and mean of 96.4%. In 2008-2009, they scored at emergent (7.1%, N=1), competent (7.1%, N=1), and proficient (85.8%, N=12) levels with a range of 60.0-100.0% and mean of 98.0%. In 2009-2010, they achieved competent (9.5%, N=2) and proficient (90.5%, N=19) levels with a range of 80.0-100.0% and mean of 98.1%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD850 Research Paper Activity Introduction component. They achieved a 98.0% passing rate to meet Standard 2 (see Assessment 5 Data Table).

Standard 8: From 2007-2010, 51 (N=52) candidates met the standard. Candidates demonstrated emergent (1.9%, N=1), competent (13.5%, N=7), and proficient (84.6%, N=44) levels. The range of scores was 66.6-100.0% with a mean of 95.7%. In 2007-2008, they achieved at competent (23.5%, N=4) and proficient (76.5%, N=13) levels with a range of 80.0-100.0% and mean of 94.8%. In 2008-2009, they scored at competent (14.3%, N=2) and proficient (85.7%, N=12) levels with a range of 80.0-100.0 and mean of 97.1%. In 2009-2010, they scored at emergent (4.8%, N=1), competent (4.8%, N=1) and proficient (90.4%, N=19) levels with a range of 66.6-100.0% and mean of 95.5%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD850 Research Paper Literature Review assessment. They achieved a 98.1% pass rate for all three years to meet Standard 8 (see Assessment 5 Data Table).

INTERPRETATION OF DATA

Standard 1: A pass rate of 98.0%, mean of 96.9%, and range of 60.0-100.0% during 2007-2010 indicated 51 (N=52) candidates scored at competent or proficient levels. Although one candidate scored at the emergent level in 2008-2009, all candidates achieved competent or proficient
levels in 2007-2008 and 2009-2010. Other than one candidate at the emergent level who needed to revise work to reach the competent level, candidates demonstrated competency on the philosophical, historical, and legal foundations of general and gifted special education. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD850 Research Paper Conceptual Framework component demonstrated, with additional work, candidates met Standard 2 (see Assessment 5 Data Table and Scoring Rubric).

Standard 2: With a pass rate of 98.0%, mean of 97.5%, and range of 60.0-100.0% during 2007-2010, it appeared 51 (N=52) candidates reached the competent or proficient level. Although 1 (1.9%) candidate scored at the emergent level in 2008-2009, all candidates scored at the competent or proficient level in 2007-2008 and 2009-2010. Except for one candidate at the emergent level who revised work to achieve the competent level, candidates demonstrated understanding of diverse gifted learners to provide appropriate experiences for their cognitive, academic, social, and emotional development. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD850 Research Paper Activity Introduction component showed, with additional work, candidates met Standard 2 (see Assessment 5 Data Table and Scoring Rubric).

Standard 8: The pass rate of 98.1%, mean of 95.7%, and range of 66.6-100.0% in 2007-2010 indicated 51 (N=52) candidates achieved competent or proficient levels. While 1 (1.9%) candidate needed to revise work to achieve the competent level, the results demonstrated candidates practiced professional and ethical behaviors. The pass rate was based on numeral point values equivalent to 80.0%. The results on the SD850 Research Paper Literature Review component showed, with additional work, candidates met Standard 8 (see Assessment 5 Data Table and Scoring Rubric).

If submitting comprehensive examinations, projects, comprehensive portfolio tasks and scores/s aligned to standards, the program must use the table below and submit the Scoring Guides/Evaluation Criteria/Rubric and a Data Table. DO NOT USE THIS TABLE FOR COURSE GRADES-BASED ASSESSMENTS!!!

<table>
<thead>
<tr>
<th>Attachments</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment #5</strong></td>
</tr>
<tr>
<td>[Content based assessment that addresses Kansas content standards] * Required Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards. SD850 Research Paper</td>
</tr>
</tbody>
</table>
IF COURSE GRADES-BASED ASSESSMENTS are submitted, the following matrix MUST be used in addition to the narrative detailed description of the assessments the program provides in the above #5 Content Knowledge description!

<table>
<thead>
<tr>
<th>Assessments 5.A-F for SIX courses</th>
<th>Program Standard Addressed by Course Assessment</th>
<th>Brief Description of how the Course addresses and assesses the standard from an AUTHENTIC source—such as a syllabus or a course catalog. Cite the most current source. The description should provide evidence of the alignment of the course to the standard indicated on the chart in Section III. Cite your source in each description below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE: Calculus I Math 172</td>
<td>Standard 6</td>
<td>Calculus of algebraic functions of one variable: limits differentiation, implicit differentiation, definite and indefinite integrals. Mean value theorem, maxima and minima, area, and volume. Vectors, polar coordinates, parametric equations, and vector valued functions and use of technology. Applications to other fields. Source: Blank University Undergraduate Catalog</td>
</tr>
<tr>
<td>5.A.</td>
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<td>5.B.</td>
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<td>5.C.</td>
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<td>5.D.</td>
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<td>5.E.</td>
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<tr>
<td>5.F.</td>
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</table>

#6 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge: Examples of assessments include comprehensive standard
examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards and related to content knowledge. Provide assessment information as outlined in the directions for Section IV.

Assessment 6: (Required) CONTENT KNOWLEDGE: Assessment of content knowledge. Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards and follow-up studies related to content knowledge. Provide assessment information as outlined in the directions for Section IV. Limit of 2 pages excluding attachments.

DESCRIPTION: The SD856/858 Capstone Project assessment concludes the advanced practicum field experience. Candidates demonstrate comprehensive content knowledge of diverse gifted learners from previous coursework by developing a philosophy paper and compiling multiple projects into a curriculum portfolio. Candidates submit the project for program faculty review to provide continuous feedback and ensure professional quality. The assessment consists of three components: Philosophy Paper Assessment, Portfolio Introduction Collaboration, and Portfolio. In the Philosophy Paper Assessment component, candidates describe multiple assessment methods to diagnose, evaluate, and monitor the cognitive, academic, social, and emotional developments needs of diverse gifted learners (Standard 3). In the Portfolio Introduction Collaboration component, candidates describe communication and collaboration practices with diverse societies that develop the cognitive, academic, social, and emotional growth and development of gifted learners (Standard 7). The Portfolio component requires candidates to demonstrate professional and ethical behaviors with substantive curriculum projects compiled in notebook and electronic formats suitable for employment interviews and professional development experiences (Standard 8). Candidates need to receive a numerical point value equivalent to 80.0% or higher on all three components, and they may submit revised assignments to demonstrate content competency on the SD856/858 Capstone Project assessment.

ALIGNMENT WITH STANDARDS

STANDARD 3 The teacher of learners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner’s cognitive, academic, social, and emotional growth and development.

The Philosophy Paper Assessment component requires candidates to describe multiple assessment methods in a variety of settings that identify, provide, and evaluate advanced and expanded instruction for diverse gifted learners based on previous coursework assignments. Multiple assessment methods include reporting data as a member of an interdisciplinary IEP team, constructing teacher-made tests, using informal measures to determine learning needs and styles, analyzing formal assessments including standardized individual and group tests, and systematically applying objective procedures to plan appropriate programming and services. Candidates understand the strengths and limitations of assessment instruments to provide equitable assessment for gifted learners with consideration for twice exceptional, culturally and linguistically diverse, and economically disadvantaged gifted special populations. Multiple assessment methods describe rubrics, checklists, and other measures to assess gifted learner products and performances with appropriate grading and feedback procedures to meet Standard 3 (see Assessment 6 Scoring Rubric).
STANDARD 7 The teacher of learners with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social, and emotional development of gifted learners.

The Portfolio Introduction Collaboration component requires candidates to understand the interdependent relationship between general and gifted special education to structure learning environments that encourage academic achievement. Based on previous coursework, candidates describe curriculum projects that implement services, networks, and organizations by delegating roles and responsibilities shared by students, parents, general education teachers, and support personnel advocating for instructional resources needed for diverse gifted learners. Candidates understand how to respond effectively to concerns impacting diverse societies in the gifted learning community through appropriate verbal, written, and non-verbal communication strategies as team members plan, implement, and evaluate instructional programming and services for diverse gifted learners to meet Standard 7 (see Assessment 6 Scoring Rubric).

STANDARD 8 The teacher of learners with needs for gifted learning experiences understands and practices professionalism and ethical behavior.

Candidates complete the Portfolio component as a cumulative demonstration of professional and ethical behaviors. Candidates compile four or more substantive curriculum projects from four content areas: assessment, differentiation, implementation of services, and communication and consultation. Content knowledge addresses standards, policies, laws, and regulations governing best practices in the field of gifted education. Candidates recognize and participate in professional development experiences and affiliate with professional organizations. Candidates submit the curriculum portfolio in electronic and hard copy notebook formats to demonstrate comprehensive content knowledge and use of academic resources including peer-reviewed publications and journals with research-based practices to meet Standard 8 (see Assessment 6 Scoring Rubric).

SUMMARY OF DATA

STANDARD 3: During the 2007-2010 assessment years, all (N=56) candidates met the standard. All candidates scored at competent (3.6%, N=2) and proficient (96.4%, N=54) levels. Scores ranged from 80.0-100.0% with a mean of 99.3%. In 2007-2008, all candidates achieved the proficient (100.0%, N=19) level with a range score of 100.0% and mean of 100.0%. In 2008-2009, they scored at the competent (6.2%, N=1) and proficient (93.8%, N=15) levels with a range of 80.0-100.0% and mean of 98.8%. In 2009-2010, they achieved competent (4.8%, N=1) and proficient (95.2%, N=20) levels with a range of 80.0-100.0% and mean of 99.0%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD856/858 Capstone Project Philosophy Paper Assessment component. They achieved a 100.0% pass rate for all three years (see Assessment 6 Data Table).

STANDARD 7: In 2007-2010, all (N=56) candidates met the standard. Candidates demonstrated competent (1.8%, N=1) and proficient (98.2%, N=55) levels. The scores ranged from 80.0-100.0% with a mean of 99.6%. In 2007-2008, all candidates achieved the proficient (100.0%, N=19) level with a range score of 100.0% and mean of 100.0%. In 2008-2009, all candidates achieved the proficient (100.0%, N=16) level with a range score of 100.0% and mean of 100.0%. In 2009-2010, they scored at competent (4.8%, N=1) and proficient (95.2%, N=20) levels with a range of 80.0-100.0% and mean of 99.0%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD856/858 Capstone Project Proposal Collaboration component. They achieved a 100.0% passing rate (see Assessment 6 Data Table).
STANDARD 8: From 2007-2010, all (N=56) candidates met the standard. Candidates achieved the proficient (100.0%, N=56) level. The range of scores was 90.0-100.0% with a mean of 99.8%. In 2007-2008, all candidates achieved the proficient (100.0%, N=19) level with a range score of 100.0% and mean of 100.0%. In 2008-2009, all candidates achieved the proficient (100.0%, N=16) level with a range score of 100.0% and mean of 100.0%. In 2009-2010, all candidates achieved the proficient (99.5%, N=21) level with a range of 90.0-100.0% and mean of 99.5%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD856/868 Capstone Project Portfolio component. They scored a 100.0% pass rate for all three years (see Assessment 6 Data Table).

INTERPRETATION OF DATA

STANDARD 3: The pass rate of 100.0%, mean of 99.3%, and range of 80.0-100.0% during 2007-2010 showed all (N=56) candidates achieved the competent or proficient level. Candidates demonstrated knowledge of multiple assessment methods to diagnose, evaluate, and monitor cognitive, academic, social, and emotional needs of gifted learners. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD856/858 Capstone Project Philosophy Paper Assessment component demonstrated candidates met Standard 3 (see Assessment 6 Data Table and Scoring Rubric).

STANDARD 7: With a pass rate of 100.0%, mean of 99.6%, and range of 80.0-100.0% in 2007-2010, all (N=56) candidates achieved competent or proficient levels. Candidates demonstrated content knowledge related to communication and collaboration in diverse societies to facilitate the cognitive, academic, social, and emotional development of diverse gifted learners. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD856/858 Capstone Project Introduction Collaboration component demonstrated candidates met Standard 7 (see Assessment 6 Data Table and Scoring Rubric).

STANDARD 8: The pass rate of 100.0%, mean of 99.8, and range of 90.0-100.0% in 2007-2010 demonstrated all (N=56) candidates achieved competent or proficient levels. By compiling multiple high quality curriculum projects based on previous coursework into a professional format, candidates demonstrated they understood and practiced professional and ethical behaviors. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD856/858 Capstone Project Portfolio assessment showed candidates met Standard 8 (see Assessment 6 Data Table and Scoring Rubric).

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<tr>
<td>Assessment #6</td>
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<tr>
<td>[Content based assessment that addresses Kansas content standards] * Required</td>
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<td>Examples of assessments include</td>
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### #6 Scoring Guidelines/Criteria/Rubric

<table>
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<tr>
<th>Assessment #6</th>
<th>Scoring Guides/Criteria/Rubric</th>
<th>Data Table</th>
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<tbody>
<tr>
<td>comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards, and related to content knowledge. SD856/858 Capstone Project</td>
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### #7 (Optional) Additional assessment that addresses Kansas content standards

Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

**DESCRIPTION:** The SD864 Professional Problem-Solving Project assessment prepares candidates for the advanced practicum experience. The action research project requires candidates to solve a professional problem in a school-based setting designed to improve an instructional practice for gifted learners in general and gifted special education settings. The assessment measures three components: Introduction, Activity Procedure, and Creative Problem-Solving (CPS) Model. In the Introduction component, candidates apply curriculum and instruction knowledge and skills in general education and gifted special education to structure advanced and expanded curriculum at state and local levels (Standard 4). In the Activity Procedure component, candidates develop problem-solving, critical and creative thinking, social interactions, leadership, and service skills in gifted learners (Standard 6). In the Creative Problem-Solving (CPS) Model component, candidates apply CPS components and stages that demonstrate communication and collaboration practices in diverse societies to develop the cognitive, academic, social, and emotional needs of gifted learners (Standard 7). Candidates need to receive a numerical point value equivalent to 80.0% or higher on all three components, and they may revise assignments to demonstrate content proficiencies of Kansas Standards for Educators of the Gifted on the SD864 Professional Problem-Solving Project assessment.

**ALIGNMENT WITH STANDARDS**

**STANDARD 4:** The teacher of learners with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of gifted learners and applies those skills in structuring advanced and expanded state and local curriculum.

The Introduction component requires candidates to apply content knowledge and pedagogical skill to improve instruction for gifted learners in their professional setting. Candidates identify a professional problem related to curriculum and instruction of gifted learners and research strategies to find solutions. By implementing creative problem-solving (CPS) model components and stages to solve an instructional problem for gifted
learners, they advance and expand state and local curriculum in general and gifted special education settings to meet Standard 4 (see Rubric 7.1 in Assessment 7 attachment).

STANDARD 6 The teacher of learners with needs for gifted curriculum understands and provides experience in skill development in problem solving, critical and creative thinking, social interaction, leadership, and service.

The Activity Procedure component requires candidates to develop an instructional activity for gifted learners that supports the Professional Problem-Solving Project. Candidates describe activity procedures to develop problem solving, critical thinking, social interactions, leadership, and service experiences for gifted learners in a step-by-step manner to meet Standard 6 (see Assessment 7 Scoring Rubric).

STANDARD 7 The teacher of learners with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social, and emotional development of gifted learners.

The Creative Problem-Solving (CPS) Model component requires candidates to structure the Professional Problem-Solving Project using the four CPS model components and stages. The four stages include: Understanding the Challenge, Generating Ideas, Preparing for Action, and Planning Your Approach (Treffinger, Isaksen & Dorval, 2003). Successful implementation of the CPS model requires candidates to implement communication and collaboration practices with diverse societies to support the cognitive, academic, social, and emotional developmental needs of diverse gifted learners to meet Standard 7 (see Assessment 7 Scoring Rubric).

SUMMARY OF DATA

STANDARD 4: During the 2007-2010 assessment years, 51 (N=52) candidates met the standard. Candidates scored at emergent (2.0%, N=1), competent (3.8%, N=2), and proficient (94.2%, N=49) levels. The range of scores was 66.6-100.0%, and the mean was 98.4%. In 2007-2008, they scored at emergent (5.9%, N=1) and proficient (94.1%, N=16) levels with a range of 66.6-100.0% and mean of 97.6%. In 2008-2009, they scored at competent (7.1%, N=1) and proficient (92.9%, N=13) levels with a range of 86.6-100.0% and mean of 98.6%. In 2009-2010, they achieved competent (4.8%, N=1) and proficient (95.2%, N=20) levels with a range of 86.6-100.0% and mean of 99.0%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD864 Professional Problem-Solving Project Introduction component. They achieved a 98.1% pass rate for all three years (see Assessment 7 Data Table).

STANDARD 6: In 2007-2010, all (N=52) met the standard. Candidates achieved competent (5.8%, N=3) and proficient (94.2%, N=49) levels. The scores ranged from 80.0-100.0% with a mean of 99.0%. In 2007-2008, all candidates achieved the proficient (100.0%, N=17) level with a range score of 100.0% and mean of 100.0%. In 2008-2009, they achieved competent (14.3%, N=2) and proficient (85.7%, N=12) levels with a range of 86.6-100.0% and mean of 98.1%. In 2009-2010, they achieved competent (4.8%, N=1) and proficient (95.2%, N=20) levels with a range of 80.0-100.0% and mean of 98.5%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD864 Professional Problem-Solving Project Activity Procedure component. They achieved a 100.0% passing rate (see Assessment 7 Data Table).
STANDARD 7: From 2007-2010, 51 (N=52) candidates met the standard. Candidates demonstrated emergent (1.9%, N=1), competent (11.5%, N=6), and proficient (86.6%, N=45) levels. The range of scores was 70.0-100.0% with a mean of 97.3%. In 2007-2008, candidates scored at emergent (5.9%, N=1) and proficient (94.1%, N=16) levels with a range of 70.0-100.0% and mean of 98.2%. In 2008-2009, they achieved competent (4.8%, N=1) and proficient (92.9, N=13) levels with a range of 86.6.-100.0% and mean of 99.0%. In 2009-2010, they demonstrated competent (23.8%, N=5) and proficient (76.2%, N=16) levels with a range of 80.0-100.0% and mean of 95.4%. Candidates needed to receive numerical point values equivalent to 80.0% or higher on the SD864 Professional Problem-Solving Project CPS Model component. They scored a 98.0% pass rate for all three years (see Assessment 7 Data Table).

INTERPRETATION OF DATA

STANDARD 4: A pass rate of 98.1%, mean of 98.4%, and range of 66.6-100.0% during 2007-2010 demonstrated 51 (N=52) candidates achieved the competent or proficient level. Although one candidate at the emergent level needed to submit revised work to achieve the competent level in 2007-2008, all candidates scored at the competent or proficient level in 2008-2009 and 2009-2010. These candidates demonstrated mastery of content knowledge and application of curriculum and instruction skills to structure advanced and expanded curriculum at state and local levels. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD864 Professional Problem-Solving Project Introduction component showed, with revised work, candidates met Standard 4 (see Assessment 7 Data Table and Scoring Rubric).

STANDARD 6: With a pass rate of 100.0%, mean of 99.0%, and range of 80.0-100.0%, all (N=52) candidates scored at the competent or proficient level. Candidates demonstrated content knowledge and pedagogical skill to develop an activity that increased problem-solving, critical and creative thinking, social interaction, leadership, and service skills in gifted learners. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD864 Professional Problem-Solving Project Activity assessment demonstrated candidates met Standard 6 (see Assessment 7 Data Table and Scoring Rubric).

STANDARD 7: The pass rate of 98.0%, mean of 97.3%, and range of 70.0-100.0% in 2007-2010 indicated 51 (N=52) candidates achieved the competent or proficient levels. Except for one candidate who scored at the emergent level in 2007-2008 and needed to revise the assignment, candidates understood and used communication and collaboration practices with diverse societies to facilitate the cognitive, academic, social, and emotional development of diverse gifted learners. The pass rate was based on numeral point values equivalent to 80.0%. The results of the SD864 Professional Problem-Solving Project CPS component showed, with revised work, candidates met Standard 7 (see Assessment 7 Data Table and Scoring Rubric).

(No more than 2 pages)
### Assessments

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<tr>
<th>Assessment #7</th>
<th>Scoring Guides/Criteria/Rubric</th>
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<tbody>
<tr>
<td>Kansas content standards</td>
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<td>✗</td>
</tr>
<tr>
<td>SD864 Professional Problem-Solving Project</td>
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</tbody>
</table>

**#8 (Optional) Additional assessment that addresses Kansas content standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

(No more than 2 pages)
SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

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 major 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 have taken to use information from assessments for improvement of both candidate performance and the program.

Throughout the 2007-2010 assessment cycle, nearly all candidates achieved competent or proficient levels on all program assessments described, aligned, analyzed, and interpreted with the standards. The varied assessments provided formative and summative evaluations to maintain program effectiveness, rigor, and vitality. Continuous program improvements to prepare educators of the gifted included revision of assessment rubrics, language to align with standards criteria, systematic data collection, and analysis of candidate performance. The six program assessments communicated clear, high expectations to candidates. Assessments provided relevant professional development experiences for each candidate to become The Professional.

From 2007-2010, of the total candidate scores (N=972) reported on all 18 components of 6 assessments, less than 1.0% (.7%, N=7) scored below the 80.0% competent level. Of the total assessment component scores (N=1776) reported for all candidates (N=59), less than 1.0% (.4%, N=7) scored at the emergent level with the lowest score reported at 60.0%. Of the seven candidate scores at the emergent level, three scores occurred in 2007-2008, and three scores occurred in 2008-2009. In 2009-2010, one candidate scored at the emergent level which demonstrated significant improvement based on continuous assessment and evaluation of candidates' performance. In some instances, candidates transferred credits from other institutions, and their scores from previous coursework were unavailable for aggregated analysis.

Candidates were carefully selected and highly motivated. Rarely, a candidate would submit an assessment at the emergent level. Typically, these few candidates ran out of time because of other issues in their lives and turned in an insufficient assignment in order to “meet the deadline.” This candidate was then permitted to submit a revised assignment to meet the expectation of the course, program faculty, and candidate. Every candidate who received a score less than the competent level of 80.0% completed a revised assignment. While the final course grade remained the same, the data table reported the original score.

Longitudinal analysis of program assessment results indicated candidates experienced the most difficulty with content and skills relatively new to them on three program assessments: SD851 A-Z Notebook Project, SD850 Research Paper, and SD864 Professional Problem-Solving Project. Candidates most often revised assignments on these three assessments in order to achieve the competent level. As complex assessments consisting of multiple related assignments which successively increased the level of difficulty, candidates received faculty feedback throughout the assessment to maintain high quality and revise work as needed. Additional analysis of each of these three assessments found the following continuous improvement practices increased candidates' performance.
From 2007-2010, the averaged pass rate on the combined three-year totals for the SD851 A-Z Notebook Project assessment was 98.8%, and the lowest pass rate of the three individual components was 96.4% on the Differentiated Unit IEP Goal component. Candidates often made the transition from general education into gifted special education with little IEP goal development experience, so program faculty provided additional skill development in this area through mini-sessions and up-to-date instructional resources implementing highly trained resources in Kansas to help candidates reach the competent level.

From 2007-2010, the averaged pass rate on the combined three-year totals was 98.0% for the SD850 Research Paper assessment. Although most candidates gained content knowledge and practiced professional behavior on this assessment, some candidates commented they had not written a research paper for an extended period of time. By supporting candidates with exemplary student assignment work samples, providing well-organized instructional resources, and consulting with candidates one-on-one; program faculty improved instructional content and skills to achieve the competent level on this assessment.

From 2007-2010, candidates scored an averaged pass rate of 98.7% on the combined three-year totals for the SD864 Professional Problem-Solving Project assessment. Although candidates understood creative problem-solving skills, a few candidates needed assistance to apply the Creative Problem Solving model conceptual framework to solve an instructional problem in a professional setting. Program faculty improved instructional materials for clarity and supplied feedback to candidates as essential practices needed to maintain program rigor and improve candidate performance on the assessment.

Based on informal comments throughout each semester and formal evaluations submitted by candidates at the end of each semester, program faculty made changes to improve instructional quality and course design based on the Kansas Standards for Educators of the Gifted. The language describing the assessment components and rubrics was modified and improved in response to candidate suggestions. Careful attention was given each year to clarify assignment guidelines, syllabus expectations, and scoring criteria to improve candidate performance on program assessments. Candidates were encouraged to contact the program faculty on an as needed basis to receive constructive feedback, secure academic resources, and consult about supportive learning environments responsive to gifted learners.

As a result of continuous improvement, results during the 2009-2010 assessment year demonstrated positive effect on candidates’ performance with all candidates scoring at the competent or proficient level with one exception. In addition, the results showed candidates scoring at the competent or proficient level on all assessment components with one exception. Further reflection by program faculty based on the six program assessment results suggested balancing Capstone Portfolio curriculum projects into K-6 and 6-12 grade levels to represent endorsement grade levels.

Current program improvements based on candidate feedback, program faculty review, and assessment results include updating the SD850 Characteristics of Individuals with Gifts and Talents textbook with the revised edition to provide candidates with cutting edge research in the field of gifted education. Plans to update SD851 Education of Individuals with Gifts and Talents coursework with new materials is in progress, and textbook revisions are anticipated for SD852 Social and Emotional Needs of Individuals with Gifts and Talents and SD864 Creative Teaching and
Learning in the next several years.

Ongoing feedback from candidates teaching in gifted education positions indicates program coursework provides an excellent foundation in meeting the cognitive, academic, social, and emotional growth and development needs of diverse gifted learners. In addition to the present program coursework, candidates have suggested coursework that builds on the existing base of program coursework to acquire advanced skills in differentiated instruction. Program faculty is responding to this need by conducting an exploratory study with a group of candidates.

In summary, the pass rate on the combined 18 components from the 6 program assessments, each with 3 components, ranged from 96.4-100.0% with an average pass rate of 99.3%. During 2007-2010, candidates scored consistently high (100.0%) on the three SD855/857 Practicum Goals components, three SD852 Affective Unit components, and three SD856/858 Capstone Project components throughout the assessment cycle. Given the revised assignment work completed by seven candidates on six assessment components to achieve the competent level, the results demonstrated candidates understand content knowledge and pedagogical skills that meet the Kansas Standards for Educators of the Gifted to effectively teach diverse gifted learners in general and gifted special education settings.

(No more than 3 pages)