

Southern Arkansas University
Gifted & Talented Preparation Program Handbook
Dr. Carla Bryant, Director

I. Admission:

- a. Apply to Graduate School: (www.saumag.edu/graduate/admissions).
 - i. Admission to the School of Graduate Studies at SAU does not imply admission to a graduate degree program. Some graduate programs have additional admission requirements.
 - ii. Complete online application for admission & pay application fee.
 - iii. Provide requested documents (Transcripts, GRE or MAT Exam scores).
 - iv. Minimum 2.5 undergraduate GPA or 2.75 on the last 60 hours of undergraduate coursework.
- b. Program Requirements:
 - i. The candidate must hold a valid teaching certification.
 - ii. Submit a copy of a valid teaching certification to the program director.
 - iii. Purchase a *LiveText*TM subscription

II. LiveText Requirement:

LiveText is required for all candidates. Candidates are required to purchase LiveText upon admission to the M.Ed. program. A Blackboard Module for advisory and information purposes is available for candidates to view LiveText information and directives. LiveText will be used throughout the program and for specific checkpoint assessments.

III. Conceptual Framework Competency:

- a. Graduate Programs Profession Competencies and Dispositions
 - i. G1: Demonstrate facilitative and leadership skills.
 1. Candidates serve as a leader in a variety of professional roles.
 2. Candidates employ technologies including communications, productivity and presentation applications to enhance their collaborations.
 - ii. G2: Apply appropriate principles of education research to discover “best practice.”
 1. Candidates engage in scholarly research activities such as action research or program evaluation to solve authentic problems.
 2. Candidates apply “best practices” identified through research to their professional practice.
 - iii. G3: Model and initiate promising and productive practices to serve diverse populations.
 1. Candidates model leadership and communication strategies that promote valuing diversity throughout the community.
 2. Candidates demonstrate leadership in developing professional practices (i.e., in school roles: pedagogy, curriculum, assessment, learning culture) that meet the diverse needs of all constituents.
 - iv. G4: Demonstrate continuous learning through professional development.
 1. Candidates are substantially involved in professional activities such as attending professional meetings, and reading professional journals.

2. Candidates contribute new knowledge to the professional community.
 3. Candidates apply new professional competence to improve professional practice.
- v. G5: Demonstrate leadership roles in collaboration with the community partnerships.
1. Candidates participate in a variety of leadership roles within their professional and local communities.
 2. Candidates demonstrate positive outcomes of their collaborative efforts.
- vi. G6: Demonstrate critical and reflective thinking.
1. Candidates participate in critical and reflective thinking related to their educational practice.
 2. Candidates use reflective thinking to critically analyze the efficacy of their educational practice to determine how to best meet the needs of all constituents.

M. Ed. In Education major Gifted and Talented**K-12 Gifted and Talented Endorsement**

Professional Education Core Courses (12 hours required):

| | |
|-----------|--|
| EDUC 6003 | Educational Research (fall, spring, or summer) |
| EDUC 6083 | Application of Learning Theories in Education (spring) |
| EDUC 6033 | History and Philosophy of Education (spring) |
| GATE 5073 | Survey of Exceptional Individuals (fall) |

Focus Area: Gifted/Talented (18 hours required for licensure)

| | |
|-----------|---|
| GATE 5023 | Nature, Needs, and Assessment of the Gifted and Talented (fall) |
| GATE 5033 | Curriculum and Methods of Teaching Gifted and Talented (summer) |
| GATE 6143 | Seminar in Creative Thinking (spring) |
| GATE 6203 | Practicum for Gifted and Talented K-12 (fall) |
| EDUC 5033 | Classroom Assessment (spring or summer) |
| SPED 6003 | Collaboration/Consultation for Inclusion (fall) |

Professional Portfolio required for M.Ed. and Licensure only programs via LiveText.

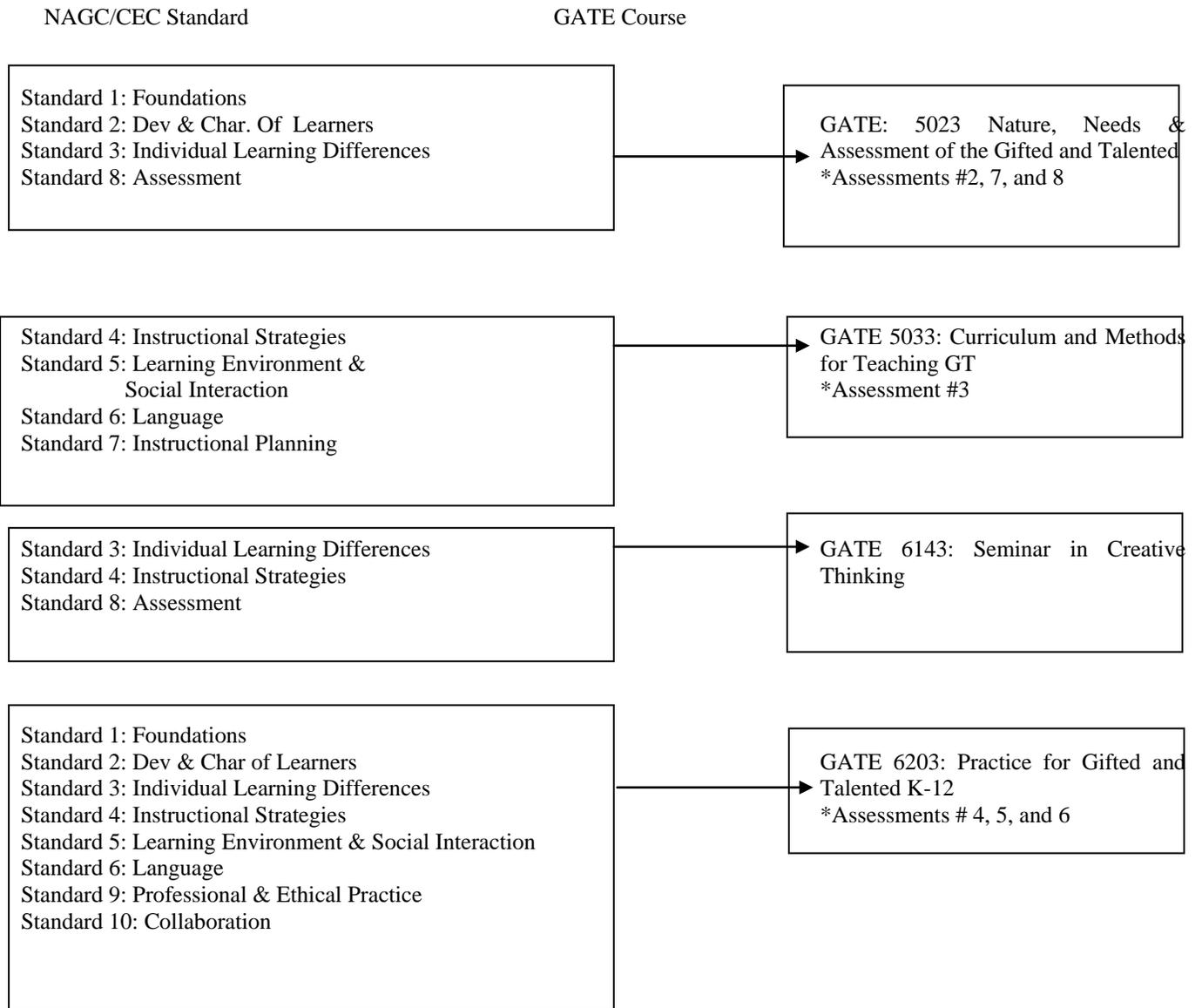
Licensure Programs: A student's plan of study is designed to meet licensure requirements according to Arkansas Department of Education guidelines for teacher licensure. The GATE Program at Southern Arkansas University has been designed according to the Arkansas Department of Education Teacher Preparation Standards and the 2013 National Association for Gifted Children/Council of Exceptional Children Teacher Preparation Standards.

Note: For a candidate holding a graduate degree, Southern Arkansas University will review the candidate's credentials on an individual basis and develop a program of study based on licensure requirements.

| Gifted and Talented, K-12 | Course Alignment with ADE Content Competencies | | | | | |
|--|--|---------------------------------|---------|-------------------|-------------------|--|
| | Exceptional Individuals | 5023 Nature, Needs & Assessment | Methods | Gifted & Talented | Gifted & Talented | 6003 Collaboration/ Consultation for Inclusion |
| 1. Learner Development and Individual Learning Differences | | | | | | |
| 1.1 | X | X | X | X | X | x |
| 1.2 | | X | X | X | X | |
| 2. Learning Environment | | | | | | |
| 2.1 | | X | X | | | X |
| 2.2 | X | x | | X | | |
| 2.3 | | | x | X | | X |
| 2.4 | | X | | | X | |
| 3. Curricular Content Knowledge | | | | | | |
| 3.1 | X | | X | X | X | |
| 3.2 | | | X | X | X | |
| 3.3 | | | X | X | X | |
| 3.4 | X | | X | X | X | |
| 4. Assessment | | | | | | |
| 4.1 | X | X | X | X | X | |
| 4.2 | X | X | X | X | X | |
| 4.3 | X | X | X | X | X | |
| 4.4 | X | X | X | X | X | |
| 4.5 | X | X | X | X | X | |

| | | | | | | |
|--|---|---|---|---|---|---|
| 5. Instructional Planning and Strategies | | | | | | |
| 5.1 | X | X | X | X | X | |
| 5.2 | X | X | X | X | X | |
| 5.3 | X | X | X | X | X | |
| 5.4 | X | X | X | X | X | |
| 5.5 | X | X | X | X | X | |
| 6. Professional Learning and Ethical Practices | | | | | | |
| 6.1 | | | | | X | X |
| 6.2 | | | x | | X | |
| 6.3 | | | | | X | |
| 6.4 | | | | | X | X |
| 6.5 | | | | | X | |
| 7. Collaboration | | | | | | |
| 7.1 | X | | | | X | X |
| 7.2 | X | | | | X | X |
| 7.3 | X | | | | X | X |

Standards Based Curriculum Alignment Map



Program Assessment Plan:

Below is a list of current assessments in the GT program followed by the assessment and respective rubrics. These assessments will continue as the program is nationally recognized through 2019. See Appendix B for complete assessments and rubrics for 2-7.

Assessment 1: PRAXIS II Gifted Education (5358) The Praxis II-5358 Core Knowledge and Application assessment is divided into five content categories: (a) development and characteristics of gifted students, (b) learning environment for gifted students, (c) instruction of gifted students, (d) identification and assessment of gifted students, and (e) professionalism. The test is a 120 multiple-choice test administered in 2 hours.

Assessment 2: Learner Development & Differences Research Paper This assignment, which generates additional data for GATE Assessment #2, is aligned with a specific course, **GATE 5023: Nature, Needs, and Assessment of the Gifted and Talented**. This course is taught during the fall semester. The purpose of this assessment, a research paper, is to use visual images and text to thoroughly investigate the cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds.

The candidate should research, using current scholarly sources (2005-present), compare and contrast various research findings, draw conclusions based upon findings, and lastly, present findings in a research paper format (APA 6th edition). The research review should focus three specific content areas related to Standard 1: a) the of variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents; b) the effects of language, culture, and other factors can influence the learning of gifted individuals; and c) the educator's role in providing meaningful and challenging learning experiences for individuals with exceptionalities based on unique cognitive and affective development.

Assessment 3: Instructional/ Curriculum Unit : This assignment is aligned with two specific courses, **GATE 5033: Curriculum and Methods of Teaching Gifted and Talented** and **GATE 6023 Practicum for Gifted and Talented K-12**. GATE 5033 is taught in during the summer semester wherein the planning portion of the assessment will be introduced and assigned. The candidate will develop the curriculum unit, with eight one-hour lessons, which will be delivered during GATE 6023 Practicum for Gifted and Talented. The candidate is required to prepare and plan a unit of study for diverse groups of gifted students at the age level of certification being pursued. The unit of study and lesson plans will be added to LiveText Professional Portfolio during the GATE 5033 class. The lessons will be delivered to students during GATE 6023 and videotaped (with parent and school permission) and shared with instructor.

Assessment 4: Teaching Evaluation:

The Teaching Evaluation Assessment is aligned with a specific course, **GATE 6203 Practicum for Gifted and Talented (K-12)**. The practicum course is taught during the fall semester and is designed to be the final course or capstone experience for candidates in the Gifted and Talented Education Preparation Program at SAU. The Teaching Evaluation Assessment was developed in the spring of 2011 in response to program revisions and SPA requirements.

The Teaching Evaluation Questionnaire is provided electronically to the site-based mentor (Licensed and experience Gifted and Talented Teacher) via LiveText software for completion at the end of the semester. The questions included on The Teaching Evaluation Questionnaire are aligned with NAGC/CEC Standards 1-7 and Arkansas Teaching Standards 1-7 as well as TESS Domain 3.

Assessment 5: Impact on Student Learning

This assignment, which generates additional data GT Assessment #5, Impact on Student Learning, is aligned with **GATE 6203 Practicum for Gifted and Talented**. GATE 5033 is taught in during the summer semester wherein the planning portion of the assessment will be introduced and assigned. The candidate will develop the curriculum unit, with (8) one-hour lessons, which will be delivered during GATE 6203 Practicum for Gifted and Talented. The candidate is required to prepare and plan a unit of study for diverse groups of gifted students at the age level of certification being pursued. The unit of study and lesson plans will be added to LiveText Professional Portfolio during the GATE 5033 class. One of the lessons will be delivered to K-12 students during GATE 6203 and be either personally observed by the university Program Director or videotaped (with parent and school permission) and shared with instructor. The lesson will be evaluated using the TESS Evaluation System. Differentiated curriculum and instructional strategies; acceleration and enrichment; hands-on activities; and high student involvement. As part of the assessment, Candidates are required to administer a pre-test and a post-test to measure student learning related to the Unit of Study. The pre-test and post-test

Assessment 6: Professional Practice/ Reflection Journal

This assignment is aligned with a specific course, **GATE 6203: Practicum for Gifted and Talented**. This course is taught during the fall semester. The purpose of this reflection journal and log is assist teacher candidates in seeing the connections between professional and ethical practice and effective instruction of the gifted. This assessment addresses the critical issues in the Gifted and Talented Education field as they relate to professional and ethical practice.

Assessment 7: Graphic Organizer

This assignment is aligned with a specific course **GATE 5023-Nature, Needs, and Assessment of Gifted and Talented**. This course is taught during the fall semester. The purpose of this graphic organizer and narrative is to breakdown the concepts of assessment into their critical attributes to in order for candidates to demonstrate an understanding of the role of assessment in identification, curricular decisions, learning assessment, program improvement, and provide an equitable program for diverse groups of learners. Additionally, candidates will demonstrate an understanding of collaboration related to various types of assessments. Candidates will demonstrate an understanding of the skills essential to communicate and consult with other school personnel, families, stakeholders, general and special education teachers, community members, and identified and potentially identified gifted learners when evaluating assessment data relative to identification, program approval, program sustainability, and program improvement.

Field Experiences for K-12 Licensure:

Candidates will be required to have field experiences in K-12 educational environments in accordance with policy 7.07.1.5 during each GATE course. Because most of our candidates are GATE Coordinators for the entire district (K-12) that typically is not a problem. For those candidates who are not GATE Coordinators, field experiences will be assigned according to the guideline with no less than 25% of their time being in either area. The GATE Program Director works closely with local school districts and GATE candidates to insure that field experiences are aligned with ADE policies regarding the updated licensure (K-12). The following chart delineates the field experiences that are required in four GATE core courses.

| Field/Clinical Experience | GATE Course Alignment | Semester | Hours |
|--|-----------------------|----------------|--|
| Kingore Observation Inventory | GATE 5023 | Fall | Minimum 15 hours per semester |
| Stakeholder Committee Meeting | GATE 5023 or 6143 | Fall or Spring | Approximately 3 hours |
| Program Approval Form | GATE 6203 | Fall | Approximately 10 hours |
| Pull-out GT Program Observation | GATE 5023 and 6143 | Fall & Spring | Minimum 15 hours per semester |
| Whole-group Enrichment Observation K-12 | GATE 5023 and 6143 | Fall & Spring | 3 hours per semester |
| State Association Presentation Proposal | GATE 6203 | Fall | Approximately 10 hours |
| Professional Development Activities | GATE 6203 | Fall | Minimum 60 hours during program of study related to K-12 |
| Practicum | GATE 6203 | Fall Semester | Minimum 45 hours per semester in K-12 |

GATE 5023: Nature, Needs and Assessment

GATE 5033: Curriculum and Methods of Teaching Gifted and Talented

GATE 6143: Seminar in Creative Thinking

GATE 6203: Practicum for Gifted and Talented K-12

Conceptual Framework Competency Assessments:

Following are the faculty recommendations for providing portfolio evidence as related to the Conceptual Framework Competencies. Per the portfolio handbook, candidates can choose to follow faculty recommendations by providing the indicated artifacts as evidence of meeting the Conceptual Framework Competencies as well as choosing to include additional artifacts and/or choose a variety of different artifacts. The candidate has the responsibility of choosing the specific artifact used to represent best work for each competency area. As such, the candidate also includes a detailed rationale of the artifact choice. Additionally, the candidate will identify the related NAGC/CEC Standard(s) for the selected artifact.

Checkpoint 1- At the 12-hour degree audit mark

Checkpoint 2- During GATE 6203: Practicum for Gifted and Talented

Directions for Assessments:

1. Candidates upload and describe specific artifacts related to each Graduate Competency (G1-G6).
2. Candidates discuss the connection & alignment of the artifact with the sub-elements of the Graduate Competency and the NBPTS Core Propositions.
3. Candidates complete a self-reflection and implication for teaching and learning for each artifact.

Data are compared to determine candidate growth upon completion of the program.

IV. Impact on Student Learning Assessment:

Checkpoint 1 - The assessment of candidates in the Gifted and Talented Education Preparation Program at Southern Arkansas University consists of content through the Conceptual Framework, disposition, and Candidates Impact on Student (K-12) Learning. The ways that this happens vary just as your individual professions do; counselors have one role, principals another. What the faculty care about is that you understand the way your role is intended to have a positive impact on student learning; and not that you know what that role is, but that you also have learned how to *do* those things that are intended to promote student learning.

To initiate understanding of how candidates impact student learning, candidates are asked to complete a review of the literature for their project in EDUC 6003 Education Research or in a similar course. The review of the literature is intended to provide you the opportunity to immerse yourself in evidenced based research related to your chosen advanced professional program.

For this assessment, the candidate will:

1. Upload a review of the literature related to your advanced professional programs impact on student learning.
2. Describe your advanced professional programs role in advancing student learning. You should include several examples based on your review of the literature.
3. Describe the relevant professional standards related to promoting student learning?
4. Reflect on how this review of the literature has shaped you understanding on how your future advanced professional program impacts student learning.
5. Reflect on your ability to have a positive impact on student learning.
6. Self-assess your current competence.
7. Describe a professional development plan to improve your competence. Please write more than you will take the required courses. Include how you will engage in those courses and related out-of-class learning opportunities.

Checkpoint II-The assessment of candidates in M.Ed. Elementary or Secondary Education, Gifted and Talented at Southern Arkansas University consists of content through the Conceptual Framework, disposition, and Candidates (you, the student) Impact on Student (K-12) Learning. What the faculty care about is that you understand the way your role is intended to have a positive impact on student learning; and not that you know what that role is, but that you also have learned how to *do* those things that are intended to promote student learning.

Activities to help you transfer what you have learned in your courses to positively impact student learning have been embedded into the M.Ed. Elementary or Secondary Education, Gifted and Talented program.

Gifted and Talented: The candidate is required to prepare, plan, and deliver a unit of study (8 1=hour lessons) for diverse groups of gifted students at the age level of certification being pursued. The lessons are evaluated using the TESS Evaluation System. Candidates are required to administer a pre-test and a post-test to measure student learning related to the Unit of Study. This is completed in the candidate's portfolio class (GATE 6203).

For this assessment, you will:

1. Upload the identified assessment.
2. If in EDUC 6003 (Education Research) or a similar class you developed a literature review related to how your advanced program impacts student learning, upload that. You are not required to complete one especially for this activity.
3. Describe how you believe it demonstrates a positive impact on student learning.
4. Describe your advanced professional programs role in advancing student learning.
5. Describe the relevant professional standards related to promoting student learning?
6. Reflect on the ways your understanding of how your advanced program impacts student learning has developed over your time in your degree program.
7. Describe plans you have to continue to develop your ability to positively impact student learning in the context of your advanced program area.