University of Louisiana at Lafayette

Detailed Assessment Report
2015-2016 Education of the Gifted M Ed
As of: 11/17/2016 09:00 AM CENTRAL
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Candidates will understand the field as an evolving and changing discipline based on philosophies, theories, and laws.

The candidate will understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues.

Related Measures

M 1: Final Exam

Final Exam SU 2010

Number of students assessed = __9__

The final exam for the introductory course in the concentration (gifted education) sequence reflects candidates' knowledge of major contributors, models, concepts, and areas of research in the field of gifted education.

Source of Evidence: Standardized test of subject matter knowledge

Target:
New Target 2014-15): One-hundred percent (100%) of our candidates will score 2.0 Competent or above on the GFTD PVI EDCI and GFTD 506 Utopia Exam SPA SU14 to SP 15 assessment.

One-hundred percent (100%) will attain score of 87% or above on the Final Examination.

Finding (2015-2016) - Target: Met
Artifact: GFTD PVI EDCI & GFTD 506 Utopia Exam SU2015 - SP2016
Findings: 100% of the candidates scored 2.0 (Competent) or above on this assessment.
TARGET MET

Connected Document
 GFTD PVI: EDCI and GFTD 506 Utopia Exam SU15-SP16

Related Action Plans (by Established cycle, then alpha):

Cohort System
Prior to redesign of M. Ed. Program in Gifted Education, the program did not use a cohort system, and the result was uneven preparedness for advanced coursework in the program. The sequence of courses was changed and a cohort system implemented

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Final Exam | **Outcome/Objective:** Candidates will understand the field as an evolving and changing discipline based on philosophies, theories, and laws.

GFTD PIV EDCI & GFTD 506 Utopia SPA Action Plan 2014-2015

After careful consideration of the data from the EDCI 506 Final Exam (2010-2013), the faculty decided that a new assessment should be used to collect the necessary data. This rubric (GFTD PIV EDCI & GFTD 506 Utopia SPA) was developed with a tighter alignment to the objectives/GFTD Standards.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Final Exam | **Outcome/Objective:** Candidates will understand the field as an evolving and changing discipline based on philosophies, theories, and laws.

Responsible Person/Group: Dr. Christine Briggs

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010
Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

General Description of the Artifact

The *Portal 7 Research Proposal Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their master's degree program to explore problems and concerns within their work environment. The artifact requires the candidate to reflect on problems/concerns within their work assignment, revisit masters coursework for possible strategies or knowledge that might impact these problems/concerns. Based on this analysis of the situation, candidates review literature, construct research questions, select research methodology to explore questions, develop data gathering tools, identify analysis techniques, create participant consent letters and complete the University's Human Subjects Modules. Candidates complete a research proposal, submit it to the Institutional Review Board (IRB), and must be approved to show mastery of this process. Assessment of candidates' proposals is completed in PASS-PORT using a Unit Assessment Rubric. This artifact is collected during the Capstone I course (EDCI 590).

Artifact Requirements

The Research Proposal artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Completed IRB application form (not loaded in Pass-port)

2. Certificate indicating completion of IRB Human Subjects Modules (not loaded in Pass-port)

3. Abstract – 100 words describing proposed project

4. Introduction to the problem/concern – identification of problem including history of why this is a concern

5. Review of literature – evidence of what is currently know about the problem/concern

6. Research question(s) – minimum of one question, focused on the problem/concern

7. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

10. References – APA (5th edition) format

11. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Research Report

General Description of the Artifact

The *Portal 8 Research Report Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their masters degree program to explore problems and concerns within their work environment. The artifact requires the candidate to implement the research design developed and assessed in Portal 7, including gathering and analyzing data, drawing conclusions and reflecting on how this new information can inform practice. The Report Artifact shares the problem concern, review of the literature, the research question(s), methodology/research procedures, analysis/results, and conclusions. Assessment of candidates' proposals is completed in Pass-port using a Unit Assessment Rubric. Members of candidates committee each assess the report and a compilation of the results is loaded into Pass-port in Portal 8. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

3. Review of literature – evidence of what is currently know about the problem/concern

4. Research question(s) – minimum of one question, focused on the problem/concern

5. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
100% of students will achieve a 'satisfactory' or higher rating on 80% of the measures on the rubric for Understanding the Discipline

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT DURING THIS CYCLE.

SLO 2: Candidates will demonstrate knowledge and respect for students as unique human beings.

The candidate will demonstrate knowledge and respect for their students as unique human beings.

Related Measures

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010
Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

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8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

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Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

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6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

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Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
New Target 2014-2015: One-hundred percent (100%) will attain an average score of 2.0 Competent or above on the Utopia Collection Artifact.

Not Reported This Cycle: Zero (0) candidates took this assessment during this cycle.

SLO 3: Candidates will understand the effects gifts and talents can have on an individual's learning in school.

The candidate will understand the effects that gifts and talents can have on an individual's learning in school and throughout life.

Related Measures

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010

Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

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3. Abstract – 100 words describing proposed project

4. Introduction to the problem/concern – identification of problem including history of why this is a concern

5. Review of literature – evidence of what is currently know about the problem/concern

6. Research question(s) – minimum of one question, focused on the problem/concern

7. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

10.References – APA (5th edition) format

11.All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

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General Description of the Artifact

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Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

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6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10.All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
One-hundred percent (100%) will attain an average score of 3.00 or above on the Field Experience Reflection checklist.

Finding (2015-2016) - Target: Not Reported This Cycle
Not Reported This Cycle: Zero (0) candidates took this assessment during this cycle.

SLO 4: Candidates will develop a repetoire of evidence-based curriculum and instructional strategies to differentiate for instruction.

The candidate will develop a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents.

Related Measures

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010
Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

General Description of the Artifact

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Artifact Requirements

The Research Proposal artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Completed IRB application form (not loaded in Pass-port)

2. Certificate indicating completion of IRB Human Subjects Modules (not loaded in Pass-port)

3. Abstract – 100 words describing proposed project

4. Introduction to the problem/concern – identification of problem including history of why this is a concern

5. Review of literature – evidence of what is currently know about the problem/concern

6. Research question(s) – minimum of one question, focused on the problem/concern

7. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

10. References – APA (5th edition) format

11. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Research Report

General Description of the Artifact

The *Portal 8 Research Report Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their masters degree program to explore problems and concerns within their work environment. The artifact requires the candidate to implement the research design developed and assessed in Portal 7, including gathering and analyzing data, drawing conclusions and reflecting on how this new information can inform practice. The Report Artifact shares the problem concern, review of the literature, the research question(s), methodology/research procedures, analysis/results, and conclusions. Assessment of candidates' proposals is completed in Pass-port using a Unit Assessment Rubric. Members of candidates committee each assess the report and a compilation of the results is loaded into Pass-port in Portal 8. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

3. Review of literature – evidence of what is currently know about the problem/concern

4. Research question(s) – minimum of one question, focused on the problem/concern

5. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

New Target 2014-2015: One-hundred percent (100%) will attain an average score of 2.0 Competent or above on the Utopia Collection Artifact.

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES IN THIS CYCLE.

M 4: Research Presentation

Research Presentation

Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Presentation, either individual or group

Target:
One-hundred percent (100%) will attain an average score of 2.00 or above on the Research Presentation.

Finding (2015-2016) - Target: <u>Not Reported This Cycle</u>
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT THIS CYCLE

SLO 5: Candidates will create learning environments for individuals with gifts and talents that foster cultural understanding.
The candidate will actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement.

Related Measures

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010
Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

General Description of the Artifact

The *Portal 7 Research Proposal Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their master's degree program to explore problems and concerns within their work environment. The artifact requires the candidate to reflect on problems/concerns within their work assignment, revisit masters coursework for possible strategies or knowledge that might impact these problems/concerns. Based on this analysis of the situation, candidates review literature, construct research questions, select research methodology to explore questions, develop data gathering tools, identify analysis techniques, create participant consent letters and complete the University's Human Subjects Modules. Candidates complete a research proposal, submit it to the Institutional Review Board (IRB), and must be approved to show mastery of this process. Assessment of candidates' proposals is completed in PASS-PORT using a Unit Assessment Rubric. This artifact is collected during the Capstone I course (EDCI 590).

Artifact Requirements

The Research Proposal artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Completed IRB application form (not loaded in Pass-port)

2. Certificate indicating completion of IRB Human Subjects Modules (not loaded in Pass-port)

3. Abstract – 100 words describing proposed project

4. Introduction to the problem/concern – identification of problem including history of why this is a concern

5. Review of literature – evidence of what is currently know about the problem/concern

6. Research question(s) – minimum of one question, focused on the problem/concern

7. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

10.References – APA (5th edition) format

11.All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Research Report

General Description of the Artifact

The *Portal 8 Research Report Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their masters degree program to explore problems and concerns within their work environment. The artifact requires the candidate to implement the research design developed and assessed in Portal 7, including gathering and analyzing data, drawing conclusions and reflecting on how this new information can inform practice. The Report Artifact shares the problem concern, review of the literature, the research question(s), methodology/research procedures, analysis/results, and conclusions. Assessment of candidates' proposals is completed in Pass-port using a Unit Assessment Rubric. Members of candidates committee each assess the report and a compilation of the results is loaded into

Pass-port in Portal 8. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

3. Review of literature – evidence of what is currently know about the problem/concern

4. Research question(s) – minimum of one question, focused on the problem/concern

5. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10.All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
New Target 2014-2015: One-hundred percent (100%) will attain an average score of 2.0 Competent or above on the Utopia Collection Artifact.

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT DURING THIS CYCLE.

M 5: Final Reflection 2007-09
Number of students assessed = 8
All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Reflection Prompt which is designed to provide evidence of candidates' ability to reflect on their learning experiences, research, and program's impact on their development. This instrument is administered during the Capstone II course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Reflection Prompt

General Description of the Artifact
The Portal 8 Reflection Prompt Artifact provides program completers to ponder and share how the courses, tasks and outcomes of the masters program could impact them as teachers. The prompts ask graduates to consider how this experience might transform their practice in the following areas; supporting student learning, support them as teacher leaders, and documentation for their own professional growth – including future Action research projects to address problems/concerns they face at their schools. The Reflection Prompt Artifact is completed in PASS-PORT but is not assessed with a rubric. It serves as a guide for COE masters council to make changes/adjustments to the Masters Program. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements
The Reflection Prompt artifact submitted after the paper and presentation are completed as the last task in the program.
> 1. Reflection on what candidates learned about making change in schools to impact student learning
> 2. Reflection on how program might impact candidates as teachers and teacher leaders
> 3. Reflection on possible options to continue their growth as a teacher after their masters program to impact student learning.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

One-hundred percent (100%) of our candidates will attain an average score of 2.00 or above on the Research Presentation Rubric.

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT THIS CYCLE.

SLO 6: Candidates will understand the role of language and communication in talent development.
The candidate will understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate

such development.

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010
Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

General Description of the Artifact

The *Portal 7 Research Proposal Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their master's degree program to explore problems and concerns within their work environment. The artifact requires the candidate to reflect on problems/concerns within their work assignment, revisit masters coursework for possible strategies or knowledge that might impact these problems/concerns. Based on this analysis of the situation, candidates review literature, construct research questions, select research methodology to explore questions, develop data gathering tools, identify analysis techniques, create participant consent letters and complete the University's Human Subjects Modules. Candidates complete a research proposal, submit it to the Institutional Review Board (IRB), and must be approved to show mastery of this process. Assessment of candidates' proposals is completed in PASS-PORT using a Unit Assessment Rubric. This artifact is collected during the Capstone I course (EDCI 590).

Artifact Requirements

The Research Proposal artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Completed IRB application form (not loaded in Pass-port)

2. Certificate indicating completion of IRB Human Subjects Modules (not loaded in Pass-port)

3. Abstract – 100 words describing proposed project

4. Introduction to the problem/concern – identification of problem including history of why this is a concern

5. Review of literature – evidence of what is currently know about the problem/concern

6. Research question(s) – minimum of one question, focused on the problem/concern

7. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

10.References – APA (5th edition) format

11.All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Research Report

General Description of the Artifact

The *Portal 8 Research Report Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their masters degree program to explore problems and concerns within their work environment. The artifact requires the candidate to implement the research design developed and assessed in Portal 7, including gathering and analyzing data, drawing conclusions and reflecting on how this new information can inform practice. The Report Artifact shares the problem concern, review of the literature, the research question(s), methodology/research procedures, analysis/results, and conclusions. Assessment of candidates' proposals is completed in Pass-port using a Unit Assessment Rubric. Members of candidates committee each assess the report and a compilation of the results is loaded into Pass-port in Portal 8. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

3. Review of literature – evidence of what is currently know about the problem/concern

4. Research question(s) – minimum of one question, focused on the problem/concern

5. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
New Target 2014-2015: One-hundred percent (100%) will attain an average score of 2.0 Competent or above on the Utopia Collection Artifact.

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT DURING THIS CYCLE.

M 4: Research Presentation

Research Presentation

Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability

to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Presentation, either individual or group

Target:

One-hundred percent (100%) of our candidates will attain an average score of 2.00 or above on the Research Presentation Rubric.

Finding (2015-2016) - Target: Met
Artifact: GFTD PVI EDCI 508 Literature Review SU2015 - SP2016
Findings: 100% of candidates scored 2.0 or above on this assessment.
TARGET MET

Connected Document
> GFTD PVI: EDCI 508 Literature Review SU15-SP16

Related Action Plans (by Established cycle, then alpha):

EDCI 508: Research to Impact Student Achievement 2013-2014
The assessment is also known as the Literature Review Artifact. The faculty of the Education of the Gifted MED Program have decided to more closely monitor this data to improve the areas where candidates fell below the target rate. They will take another look at the assessment and the rubric to make certain that they align properly and will conduct informal oral surveys with candidates to see which of the items could have been faulty in the clarity of the writing

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Research Presentation | **Outcome/Objective:** Candidates will understand the role of language and communication in talent development.

Responsible Person/Group: Dr. Christine Briggs or Designee

SLO 7: Candidates will develop long-range plans anchored in both general and special curricula.
The candidate will develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors.

Related Measures

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010
Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

General Description of the Artifact

The *Portal 7 Research Proposal Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their master's degree program to explore problems and concerns within their work environment. The artifact requires the candidate to reflect on problems/concerns within their work assignment, revisit masters coursework for possible strategies or knowledge that might impact these problems/concerns. Based on this analysis of the situation, candidates review literature, construct research questions, select research methodology to explore questions, develop data gathering tools, identify analysis techniques, create participant consent letters and complete the University's Human Subjects Modules. Candidates complete a research proposal, submit it to the Institutional Review Board (IRB), and must be approved to show mastery of this process. Assessment of candidates' proposals is completed in PASS-PORT using a Unit Assessment Rubric. This artifact is collected during the Capstone I course (EDCI 590).

Artifact Requirements

The Research Proposal artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Completed IRB application form (not loaded in Pass-port)

2. Certificate indicating completion of IRB Human Subjects Modules (not loaded in Pass-port)

3. Abstract – 100 words describing proposed project

4. Introduction to the problem/concern – identification of problem including history of why this is a concern

5. Review of literature – evidence of what is currently know about the problem/concern

6. Research question(s) – minimum of one question, focused on the problem/concern

7. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

10. References – APA (5th edition) format

11. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered

during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Research Report

General Description of the Artifact

The *Portal 8 Research Report Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their masters degree program to explore problems and concerns within their work environment. The artifact requires the candidate to implement the research design developed and assessed in Portal 7, including gathering and analyzing data, drawing conclusions and reflecting on how this new information can inform practice. The Report Artifact shares the problem concern, review of the literature, the research question(s), methodology/research procedures, analysis/results, and conclusions. Assessment of candidates' proposals is completed in Pass-port using a Unit Assessment Rubric. Members of candidates committee each assess the report and a compilation of the results is loaded into Pass-port in Portal 8. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

3. Review of literature – evidence of what is currently know about the problem/concern

4. Research question(s) – minimum of one question, focused on the problem/concern

5. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10.All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
One-hundred percent (100%) will attain an average score of 2.00 or above on the Program and Self-Reflection Rubric.

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT DURING THIS CYCLE.

M 5: Final Reflection 2007-09
Number of students assessed = 8
All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Reflection Prompt which is designed to provide evidence of candidates' ability to reflect on their learning experiences, research, and program's impact on their development. This instrument is administered during the Capstone II course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Reflection Prompt

General Description of the Artifact
The Portal 8 Reflection Prompt Artifact provides program completers to ponder and share how the courses, tasks and outcomes of the masters program could impact them as teachers. The prompts ask graduates to consider how this experience might transform their practice in the following areas; supporting student learning, support them as teacher leaders, and documentation for their own professional growth – including future Action research projects to address problems/concerns they face at their schools. The Reflection Prompt Artifact is completed in PASS-PORT but is not assessed with a rubric. It serves as a guide for COE masters council to make changes/adjustments to the Masters Program. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements
The Reflection Prompt artifact submitted after the paper and presentation are completed as the last task in the program.

1. Reflection on what candidates learned about making change in schools to impact student learning
2. Reflection on how program might impact candidates as teachers and teacher leaders
3. Reflection on possible options to continue their growth as a teacher after their masters program to impact student learning.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
100% of our candidates will attain an average score on the Portal 8: Reflection Prompt.

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT THIS CYCLE.

SLO 8: Candidates will use the results of assessments to adjust instruction and to enhance ongoing learning.
The candidate will use the results of assessments to adjust instruction and to enhance ongoing learning progress.

Related Measures

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010
Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

General Description of the Artifact

The *Portal 7 Research Proposal Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their master's degree program to explore problems and concerns within their work environment. The artifact requires the candidate to reflect on problems/concerns within their work assignment, revisit masters coursework for possible strategies or knowledge that might impact these problems/concerns. Based on this analysis of the situation, candidates review literature, construct research questions, select research methodology to explore questions, develop data gathering tools, identify analysis techniques, create participant consent letters and complete the University's Human Subjects Modules. Candidates complete a research proposal, submit it to the Institutional Review Board (IRB), and must be approved to show mastery of this process. Assessment of candidates' proposals is completed in PASS-PORT using a Unit Assessment Rubric. This artifact is collected during the Capstone I course (EDCI 590).

Artifact Requirements

The Research Proposal artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Completed IRB application form (not loaded in Pass-port)

2. Certificate indicating completion of IRB Human Subjects Modules (not loaded in Pass-port)

3. Abstract – 100 words describing proposed project

4. Introduction to the problem/concern – identification of problem including history of why this is a concern

5. Review of literature – evidence of what is currently know about the problem/concern

6. Research question(s) – minimum of one question, focused on the problem/concern

7. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

10.References – APA (5th edition) format

11.All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Research Report

General Description of the Artifact

The *Portal 8 Research Report Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their masters degree program to explore problems and concerns within their work environment. The artifact requires the candidate to implement the research design developed and assessed in Portal 7, including gathering and analyzing data, drawing conclusions and reflecting on how this new information can inform practice. The Report Artifact shares the problem concern, review of the literature, the research question(s), methodology/research procedures, analysis/results, and conclusions. Assessment of candidates' proposals is completed in Pass-port using a Unit Assessment Rubric. Members of candidates committee each assess the report and a compilation of the results is loaded into Pass-port in Portal 8. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

3. Review of literature – evidence of what is currently know about the problem/concern

4. Research question(s) – minimum of one question, focused on the problem/concern

5. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
New Target 2014-2015: One-hundred percent (100%) will attain an average score of 2.0 Competent or above on the Utopia Collection Artifact.

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT DURING THIS CYCLE.

M 5: Final Reflection 2007-09
Number of students assessed = 8
All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Reflection Prompt which is designed to provide evidence of candidates' ability to reflect on their learning experiences, research, and program's impact on their development. This instrument is administered during the Capstone II course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Reflection Prompt

General Description of the Artifact
The Portal 8 Reflection Prompt Artifact provides program completers to ponder and share how the courses, tasks and outcomes of the masters program could impact them as teachers. The prompts ask graduates to consider how this experience might transform their practice in the following areas; supporting student learning, support them as teacher leaders, and documentation for their own professional growth – including future Action research projects to address problems/concerns they face at their schools. The Reflection Prompt Artifact is completed in PASS-PORT but is not assessed with a rubric. It serves as a guide for COE masters council to make changes/adjustments to the Masters Program. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements
The Reflection Prompt artifact submitted after the paper and presentation are completed as the last task in the program.
> 1. Reflection on what candidates learned about making change in schools to impact student learning
> 2. Reflection on how program might impact candidates as teachers and teacher leaders
> 3. Reflection on possible options to continue their growth as a teacher after their masters program to impact student learning.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
One-hundred percent (100%) will attain an average score of 2.00 or above on the Final Reflection.

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT DURING THIS CYCLE.

SLO 9: Candidates will be guided by the profession's ethical and professional practice standards.
The candidate will be guided by the profession's ethical and professional practice standards.

Related Measures

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010
Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

General Description of the Artifact

The *Portal 7 Research Proposal Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their master's degree program to explore problems and concerns within their work environment. The artifact requires the candidate to reflect on problems/concerns within their work assignment, revisit masters coursework for possible strategies or knowledge that might impact these problems/concerns. Based on this analysis of the situation, candidates review literature, construct research questions, select research methodology to explore questions, develop data gathering tools, identify analysis techniques, create participant consent letters and complete the University's Human Subjects Modules. Candidates complete a research proposal, submit it to the Institutional Review Board (IRB), and must be approved to show mastery of this process. Assessment of candidates' proposals is completed in PASS-PORT using a Unit Assessment Rubric. This artifact is collected during the Capstone I course (EDCI 590).

Artifact Requirements

The Research Proposal artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Completed IRB application form (not loaded in Pass-port)

2. Certificate indicating completion of IRB Human Subjects Modules (not loaded in Pass-port)

3. Abstract – 100 words describing proposed project

4. Introduction to the problem/concern – identification of problem including history of why this is a concern

5. Review of literature – evidence of what is currently know about the problem/concern

6. Research question(s) – minimum of one question, focused on the problem/concern

7. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

10. References – APA (5th edition) format

11.All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Research Report

General Description of the Artifact

The *Portal 8 Research Report Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their masters degree program to explore problems and concerns within their work environment. The artifact requires the candidate to implement the research design developed and assessed in Portal 7, including gathering and analyzing data, drawing conclusions and reflecting on how this new information can inform practice. The Report Artifact shares the problem concern, review of the literature, the research question(s), methodology/research procedures, analysis/results, and conclusions. Assessment of candidates' proposals is completed in Pass-port using a Unit Assessment Rubric. Members of candidates committee each assess the report and a compilation of the results is loaded into Pass-port in Portal 8. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

3. Review of literature – evidence of what is currently know about the problem/concern

4. Research question(s) – minimum of one question, focused on the problem/concern

5. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
One-hundred percent (100%) will attain an average score of 2.00 or above on the Core Proposition Paper.

Finding (2015-2016) - Target: Met
Artifact: GFTD PIV EDCI 508 Literature Review SU2015 - SP2016
Findings: 100% of our candidates scored 2.0 or above on the assessment.
TARGET MET

Connected Document
GFTD PVI: EDCI 508 Literature Review SU15-SP16

Related Action Plans (by Established cycle, then alpha):

EDCI 508: Research to Impact Student Achievement 2013-2014
The assessment is also known as the Literature Review Artifact. The faculty of the Education of the Gifted MED Program have decided to more closely monitor this data to improve the areas where candidates fell below the target rate. They will take another look at the assessment and the rubric to make certain that they align properly and will conduct informal oral surveys with candidates to see which of the items could have been faulty in the clarity of the writing.

Established in Cycle: 2013-2014

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
        Measure: Capstone Project (proposal, paper, presentation) |
        Outcome/Objective: Candidates will be guided by the
        profession's ethical and professional practice standards.

Implementation Description: On-going
Responsible Person/Group: Dr. Christine Briggs or Designee

M 3: Research Report

Research Report

Number of students assessed = __8__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Research Report

General Description of the Artifact

The *Portal 8 Research Report Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their masters degree program to explore problems and concerns within their work environment. The artifact requires the candidate to implement the research design developed and assessed in Portal 7, including gathering and analyzing data, drawing conclusions and reflecting on how this new information can inform practice. The Report Artifact shares the problem concern, review of the literature, the research question(s), methodology/research procedures, analysis/results, and conclusions. Assessment of candidates' proposals is completed in Pass-port using a Unit Assessment Rubric. Members of candidates committee each assess the report and a compilation of the results is loaded into Pass-port in Portal 8. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

3. Review of literature – evidence of what is currently know about the problem/concern

4. Research question(s) – minimum of one question, focused on the problem/concern

5. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

One-hundred percent (100%) of our candidates will attain an average score of 2.00 or above on the Research Report Rubric.

Finding (2015-2016) - Target: Not Reported This Cycle
NOT REPORTED THIS CYCLE: ZERO (0) CANDIDATES TOOK THIS ASSESSMENT THIS CYCLE

Related Action Plans (by Established cycle, then alpha):

Create Performance Based Scoring Mechanisms
The Masters Council in Curriculum and Instruction recognized the need to realign the criteria and descriptors of the rubrics to construct performance based scoring mechanisms

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Research Report | **Outcome/Objective:** Candidates will be guided by the profession's ethical and professional practice standards.

SLO 10: Candidates will collaborate with families, other educators, and related service providers.
The candidate will collaborate with families, other educators, and related service providers.

Related Measures

M 2: Capstone Project (proposal, paper, presentation)

Research Proposal 2009-2010
Number of students assessed = __11__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 7: Capstone 1 Project (Research Proposal Project), which is designed to provide evidence of candidates' ability to develop a high quality research proposal. This instrument is administered during the Capstone 1 (EDCI 590) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

General Description of the Artifact

The *Portal 7 Research Proposal Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their master's degree program to explore problems and concerns within their work environment. The artifact requires the candidate to reflect on problems/concerns within their work assignment, revisit masters coursework for possible strategies or knowledge that might impact these problems/concerns. Based on this analysis of the situation, candidates review literature, construct research questions, select research methodology to explore questions, develop data gathering tools, identify analysis techniques, create participant consent letters and complete the University's Human Subjects Modules. Candidates complete a research proposal, submit it to the Institutional Review Board (IRB), and must be approved to show mastery of this process. Assessment of candidates' proposals is completed in PASS-PORT using a Unit Assessment Rubric. This artifact is collected during the Capstone I course (EDCI 590).

Artifact Requirements

The Research Proposal artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Completed IRB application form (not loaded in Pass-port)

2. Certificate indicating completion of IRB Human Subjects Modules (not loaded in Pass-port)

3. Abstract – 100 words describing proposed project

4. Introduction to the problem/concern – identification of problem including history of why this is a concern

5. Review of literature – evidence of what is currently know about the problem/concern

6. Research question(s) – minimum of one question, focused on the problem/concern

7. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

8. Analysis – Includes plans for analyzing data to draw conclusions

9. Conclusion – this sums up the research proposal, revisiting the intent of the project.

10. References – APA (5th edition) format

11.All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Report 2009-2010
Number of students assessed = __4__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to write and implement a high quality research proposal, including data analysis. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

EDCI Portal 8: Research Report

General Description of the Artifact

The *Portal 8 Research Report Artifact* is evidence of a candidate's application of the knowledge and skills acquired in their masters degree program to explore problems and concerns within their work environment. The artifact requires the candidate to implement the research design developed and assessed in Portal 7, including gathering and analyzing data, drawing conclusions and reflecting on how this new information can inform practice. The Report Artifact shares the problem concern, review of the literature, the research question(s), methodology/research procedures, analysis/results, and conclusions. Assessment of candidates' proposals is completed in Pass-port using a Unit Assessment Rubric. Members of candidates committee each assess the report and a compilation of the results is loaded into Pass-port in Portal 8. This artifact is collected during the Capstone II course (EDCI 591).

Artifact Requirements

The Research Paper artifact submitted for unit assessment will contain the following elements with the development of these elements evaluated with a rubric.

1. Abstract – 100 words describing proposed project

2. Introduction to the problem/concern – identification of problem including history of why this is a concern

3. Review of literature – evidence of what is currently know about the problem/concern

4. Research question(s) – minimum of one question, focused on the problem/concern

5. Methodology – Selection of research methodology based on research question(s), must include a description of research procedures and timeline

6. Analysis/results – reporting what the data indicates using research protocol for qualitative or quantitative protocol

7. Conclusion/discussion – reports interpretation of the results, revisiting the intent of the project.

8. Possible future questions or issues based on research findings

9. References – APA (5th edition) format

10. All Forms – including consent/assent forms, data gathering tools – surveys, intervention lessons, interview protocol, etc.

Research Presentation 2009-2010
Number of students assessed = __?__

All candidates enrolled in the Masters of Gifted Education Program are assessed with the EDCI Portal 8: Capstone Presentation (Research Presentation), which is designed to provide evidence of candidates' ability to present and defend the findings of their research. This instrument is administered during the Capstone II Course (EDCI 591) and utilizes a 3-point Likert scale. See additional information if the Supplemental Section.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
One-hundred percent (100%) will attain an average score of 2.00 or above on the Advocacy Brochure Rubric.

Finding (2015-2016) - Target: Not Met
Artifact: GFTD PVII EDCI 500 Advocacy Brochure SU2015 to SP2016
Findings: 96.67% of our candidates scored 2.0 or above on this assessment.
TARGET NOT MET

Connected Document
GFTD PVII: EDCI 500 Advocacy Brochure SU15-SP16

Related Action Plans (by Established cycle, then alpha):

EDCI/SPED 500 Advocacy Brochure - Affective Domain 2013-2014
A total of 98.61% of the candidates scored at or above the desired target of 2.0. The faculty will continue to review candidate data on a regular basis to make certain that all candidates are progressing toward the expected performance level.

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Capstone Project (proposal, paper, presentation) | **Outcome/Objective:** Candidates will collaborate with families, other educators, and related service providers.

Responsible Person/Group: Dr. Christine Briggs or Designee

GFTD PVII: EDCI 500 Advocacy Brochure 2015-2016

A total of 96.67% of the candidates scored at or above the desired target of 2..0. The faculty will continue to review candidate data on a regualr basis to make certain that all candidates are progressing toward the expected performance level.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Capstone Project (proposal, paper, presentation) | **Outcome/Objective:** Candidates will collaborate with families, other educators, and related service providers.

Responsible Person/Group: Dr. Christine Briggs or Designee

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

The Associate Dean's Office in conjunction with the Assessment Coordinator provides data on a variety of assessments, events, and practices by semester. A Master Data Table was designed in 2012, however data sets have been avaialble for all acaemic programs and centers since 2008. Data tables are submitted to the College of Education's Administrative Council for analysis, interpretation and review. The leaders of the academic divisions receive this information electronically as well as in print and are required to review with the members in their division. Data for the Specialized Professional Associations (SPA) requirements are disseminated to the SPA Chairs for the evaluation, analysis and synthesis of this specific data. UNIT Data (assessments taken by all Gifted Education M.ED. candidates) are shared during the College of Education Faculty Meetings at the beginning of each semester.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

With the implementation of a new rubric for the EDCI 506 Final Exam Assessment, we achieved our target of 100% reaching competent or above in this cycle. The faculty also make a change in the SPED 591/513 Internship/Practicum in Gifted Education that impacted candidate performance. Candidates achieved the target of 100% reaching competent or above in this cycle.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

The Gifted Faculty members agree that they have better aligned the artifacts/assessments to the standards while maintaining candidate performance levels at or above competent.