2016-2017 Assessment Cycle EDUC_Education of the Gifted M Ed

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission
Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."
The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the college to be responsive to community, regional, and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the college strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

Department / Program Mission
Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".
The Masters in Gifted Education Program at UL at Lafayette seeks to provide educators with the knowledge and skills necessary to support the gifts and talents of students and those with gifted potential in K-12 schools and guide students to reach their potential.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Assessment 1 - Utopia Exam (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards:

	Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents. STANDARD 1.1; Beginning gifted education professionals adjust communication to an individual's language proficiency and cultural & language differences STANDARD 2.3; Beginning gifted education professionals demonstrate understanding of multiple environments/continuum of services with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments and develop ethical leadership skills STANDARD 2.4; Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and selected and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services STANDARD 4.1; Beginning gifted education professionals collaborate with colleagues and families using multiple types of assessment information to make identification and learning process decisions and to minimize bias in assessment and decision-making STANDARD 4.3; Beginning gifted education professionals use professional ethical principles and specialized programs standards to guide their practice STANDARD 6.1; Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society STANDARD 6.2
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
NAGC-CEC-CAEP-2013.1.1	Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.
NAGC-CEC-CAEP-2013.2.3	Beginning gifted education professionals adjust their communication to an individual???s language proficiency and cultural and linguistic differences.
NAGC-CEC-CAEP-2013.2.4	Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.
NAGC-CEC-CAEP-2013.4.1	Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.

	NAGC-CEC-CAEP-2013.4.3	Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.
	NAGC-CEC-CAEP-2013.6.1	Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.
	NAGC-CEC-CAEP-2013.6.2	Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - EPP Exam (Other)	100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the Utopia exam rubric which is designed to provide evidence of candidate's knowledge and understandings of students with gifts and talents.	SP17_utopia_rubric_4.13.17.docx

Goal/Objective	Assessment 2 - Identification Practices and Procedures (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards: Understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and selected and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services STANDARD 4.1
Legends	PO - Program Objective (academic units);

Standards/Outcomes		
	Identifier	**Description**
	NAGC-CEC-CAEP-2013.4.1	Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**

	Direct - Written Assignment	100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the development of a defensible identification processes rubric which is designed to provide evidence of candidate's knowledge and understandings of students with gifts and talents particularly who are from diverse and poverty backgrounds.	EDCI_506__pts_IDENT_PROCESS___PROCEDURES_RUBRIC_SP17.docx

Goal/Objective	Assessment 3 History Web (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards: Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents in both school and society. Standard 6.2;
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
NAGC-CEC-CAEP-2013.6.2	Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

	Assessment Measure	Criterion	Attachments
Assessment Measures	Direct - Project	100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the History Web rubric which is designed to provide evidence of candidate's knowledge and history of the field of gifted education and how this impacts instruction of students with gifts and talents particularly who are from diverse and poverty backgrounds.	EDCI_506_History_Web_Rubric_SP17._FEB_2.17.docx

Goal/Objective	Curriculum for the Gifted (SPED 510) requires the student to demonstrate knowledge and skills required to meet the following standards: Beginning gifted education professionals understand the role of central concepts, structures of the discipline, tools of inquiry of the content areas they teach and use their understanding to organize knowledge integrate cross-disciplinary skills and develop meaningful learning progressions within and across grade levels. Standard 3.1; Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts/talents that enhance creativity, acceleration, depth/complexity in academic subject matter and specialized domains Standard 3.2; Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies & general/specialized curricula to challenge individuals with gifts and talents Standard 3.3; Beginning gifted education professionals understand individuals with gifts/talents demonstrate a wide range of advanced knowledge and performance levels and modify the general/specialized curriculum appropriately Standard 3.4; Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in generalized/specialized curricula Standard 5.3;

	Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of societies institutions and impacts learning of individuals with gifts/talents in the delivery of gifted education services. Standard 6.3
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
NAGC-2013.3.1	Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.
NAGC-2013.3.2	Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
NAGC-2013.3.3	Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
NAGC-2013.3.4	Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.
NAGC-2013.5.3	Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.
NAGC-2013.6.3	Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of society???s institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.

Assessment Measures	

Assessment Measure	Criterion	Attachments
Indirect - Curriculum	100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the Curriculum for the Gifted rubric which is designed to provide	2.15.17.SPED_510_MMM_Rubric_2013_standards_1.9.17.docx

		evidence of candidate's knowledge and understandings of the tools and practices for high quality curriculum needed to instruct and students with gifts and talents.	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Assessment 1 - Utopia Exam (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards: Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents. STANDARD 1.1; Beginning gifted education professionals adjust communication to an individual's language proficiency and cultural & language differences STANDARD 2.3; Beginning gifted education professionals demonstrate understanding of multiple environments/continuum of services with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments and develop ethical leadership skills STANDARD 2.4; Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and selected and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services STANDARD 4.1; Beginning gifted education professionals collaborate with colleagues and families using multiple types of assessment information to make identification and learning process decisions and to minimize bias in assessment and decision-making STANDARD 4.3; Beginning gifted education professionals use professional ethical principles and specialized programs standards to guide their practice STANDARD 6.1; Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society STANDARD 6.2

Goal/Objective	Assessment 1 - Utopia Exam (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards:
	Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents. STANDARD 1.1;
	Beginning gifted education professionals adjust communication to an individual's language proficiency and cultural & language differences STANDARD 2.3;
	Beginning gifted education professionals demonstrate understanding of multiple environments/continuum of services with gifts and talents, including the advantages and

	disadvantages of various settings and teach students to adapt to these environments and develop ethical leadership skills STANDARD 2.4; Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and selected and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services STANDARD 4.1; Beginning gifted education professionals collaborate with colleagues and families using multiple types of assessment information to make identification and learning process decisions and to minimize bias in assessment and decision-making STANDARD 4.3; Beginning gifted education professionals use professional ethical principles and specialized programs standards to guide their practice STANDARD 6.1; Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society STANDARD 6.2
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
NAGC-CEC-CAEP-2013.1.1	Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.
NAGC-CEC-CAEP-2013.2.3	Beginning gifted education professionals adjust their communication to an individual???s language proficiency and cultural and linguistic differences.
NAGC-CEC-CAEP-2013.2.4	Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.
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NAGC-CEC-CAEP-2013.4.3	Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.
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NAGC-CEC-CAEP-2013.6.2	Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

Assessment Measures		
	Assessment Measure	**Criterion**
	Direct - EPP Exam (Other)	100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the Utopia exam rubric which is designed to provide evidence of candidate's knowledge and understandings of students with gifts and talents.

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - EPP Exam (Other)	Has the criterion 100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the Utopia exam rubric which is designed to provide evidence of candidate's knowledge and understandings of students with gifts and talents. been met yet? Met	100% of candidates earned the level competent or proficient.	data_table_for_Utopia_exam_Live_Text_2016 _2017.docx	

Assessment List Findings for the Assessment Measure level for Assessment 2 - Identification Practices and Procedures (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards: Understand that some groups of individuals with gifts and talents have been underrepresented in

gifted education programs and selected and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services STANDARD 4.1

Goal/Objective	Assessment 2 - Identification Practices and Procedures (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards: Understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and selected and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services STANDARD 4.1
Legends	PO - Program Objective (academic units);
Standards/Outcomes	

Identifier	Description
NAGC-CEC-CAEP-2013.4.1	Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.

Assessment Measures	

Assessment Measure	Criterion
Direct - Written Assignment	100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the development of a defensible identification processes rubric which is designed to provide evidence of candidate's knowledge and understandings of students with gifts and talents particularly who are from diverse and poverty backgrounds.

Assessment Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Written Assignment	Has the criterion 100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the development of a	One candidate did not meet the expectation for use of resources to support the identification practices and procedures paper.	Data_Table_for_Identification_Process_Live_Text_2016_2017.docx	- Pedagogical Change : Additional emphasis will be Included on preparation for the assignment to support candidate's use of resources/references to support statements within the assignment.

		defensible identification processes rubric which is designed to provide evidence of candidate's knowledge and understandings of students with gifts and talents particularly who are from diverse and poverty backgrounds. been met yet? Not met			

Assessment List Findings for the Assessment Measure level for Assessment 3 History Web (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards: Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents in both school and society. Standard 6.2;

Goal/Objective	Assessment 3 History Web (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards: Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents in both school and society. Standard 6.2;
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
NAGC-CEC-CAEP-2013.6.2	Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

Assessment Measures		
	Assessment Measure	**Criterion**
	Direct - Project	100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the History Web rubric which is designed to provide evidence of candidate's knowledge and history of the field of gifted education and how this impacts instruction of students with gifts and talents particularly who are from diverse and poverty backgrounds.

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - Project	Has the criterion 100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the History Web rubric which is designed to provide evidence of candidate's knowledge and history of the field of gifted education and how this impacts instruction of students	100% of the candidates earned the level of competent or proficient on this assignment.	Data_Table_for_History_Web_Live_Text_2016 _2017.docx	

	with gifts and talents particularl y who are from diverse and poverty backgroun ds. been met yet? Met			

Assessment List Findings for the Assessment Measure level for Curriculum for the Gifted (SPED 510) requires the student to demonstrate knowledge and skills required to meet the following standards: Beginning gifted education professionals understand the role of central concepts, structures of the discipline, tools of inquiry of the content areas they teach and use their understanding to organize knowledge integrate cross-disciplinary skills and develop meaningful learning progressions within and across grade levels. Standard 3.1; Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts/talents that enhance creativity, acceleration, depth/complexity in academic subject matter and specialized domains Standard 3.2; Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies & general/specialized curricula to challenge individuals with gifts and talents Standard 3.3; Beginning gifted education professionals understand individuals with gifts/talents demonstrate a wide range of advanced knowledge and performance levels and modify the general/specialized curriculum appropriately Standard 3.4; Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in generalized/specialized curricula Standard 5.3; Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of societies institutions and impacts learning of individuals with gifts/talents in the delivery of gifted education services. Standard 6.3

Goal/Objective	Curriculum for the Gifted (SPED 510) requires the student to demonstrate knowledge and skills required to meet the following standards:
	Beginning gifted education professionals understand the role of central concepts, structures of the discipline, tools of inquiry of the content areas they teach and use their understanding to organize knowledge integrate cross-disciplinary skills and develop meaningful learning progressions within and across grade levels.
	Standard 3.1;
	Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts/talents that enhance creativity, acceleration, depth/complexity in academic subject matter and specialized domains
	Standard 3.2;
	Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies & general/specialized curricula to challenge individuals with gifts and talents
	Standard 3.3;
	Beginning gifted education professionals understand individuals with gifts/talents demonstrate a wide range of advanced knowledge and performance levels and modify the general/specialized curriculum appropriately
	Standard 3.4;
	Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning

	opportunities in generalized/specialized curricula Standard 5.3; Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of societies institutions and impacts learning of individuals with gifts/talents in the delivery of gifted education services. Standard 6.3
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
NAGC-2013.3.1	Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.
NAGC-2013.3.2	Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
NAGC-2013.3.3	Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
NAGC-2013.3.4	Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.
NAGC-2013.5.3	Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.
NAGC-2013.6.3	Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of society???s institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.

Assessment Measures	

Assessment Measure	Criterion
Indirect - Curriculum	100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the Curriculum for the Gifted rubric which is designed to provide evidence of candidate's knowledge and understandings of the tools and practices for high quality curriculum needed to instruct and students with gifts and talents.

Assessment Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect -	Has the	One	Data_Table_Curriculum_Live_Text_2016_2	-

	Curriculum	criterion 100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the Curriculum for the Gifted rubric which is designed to provide evidence of candidate's knowledge and understandings of the tools and practices for high quality curriculum needed to instruct and students with gifts and talents. been met yet? Not met	candidate did not achieve the level of competent or proficient on the element addressing Standard 6.3	017.docx	Pedagogical Change : Additional emphasis on the need to address the elements of Standard 6.3, The beginning gifted education professional models respect for diversity, understanding that it is an integral part of societies institutions and impacts learning of individuals with gifts/talents in the delivery of gifted education services will be included to better prepare candidates meeting of this standard.

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?
Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email
Presented formally at staff / department / committee meetings
Discussed informally (selected)
Other (explain in text box below)

Submit to the assessment coordinator to post on COE/EPP Moodle site.

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle)
Once per cycle (selected)
Results were not shared this cycle

3) With whom were assessment results shared?
Please select all that apply.
Department Head (selected)
Dean / Asst. or Assoc. Dean (selected)
Departmental assessment committee
Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

Between the 2015-2016 plans and the current findings (2016-2017) the NAGC/CEC Standards changed. The assessments and assessment tools were modified to address the new standard requirements. Hence, the comparison between the two years is no longer valid.

5) What has the unit learned from the current assessment cycle?

Candidates need some minor clarification on the qualities required to earn the level of competent or proficient on all of the requirements.

Attachments