

2017-2018 Assessment Cycle EDUC_Education of the Gifted M Ed

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

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.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

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.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

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

Assessment List

Goal/Objective	<p>Assessment 1 - Utopia Exam (EDCI 506) requires the student to demonstrate knowledge and skills required to meet the following standards:</p> <p>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;</p> <p>Beginning gifted education professionals adjust communication to an individual's language proficiency and cultural & language differences STANDARD 2.3;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>Beginning gifted education professionals use professional ethical principles and specialized programs standards to guide their practice STANDARD 6.1;</p> <p>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(Imported)</p>								
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

Masters in Gifted Education

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results,

analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

1) What strategies exist to assess the outcomes?

The masters program in Gifted Education outcomes are evaluated using rubrics aligned to the 2013 Program standards (CAEP/CEC).

2) What does the program/department expect to achieve with the goals and objectives identified above?

To support graduate candidates in developing into highly qualified teachers of the gifted.

3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?

We are in the process of redesigning the Master's program; tasks, rubrics, course sequence/executive and hybrid instructional model as well as establishing cohorts. This will impact the program through increase numbers, 2 year completion Vs. 3 years and increase candidates' exposure to students of diversity and poverty to talent spot in various settings.

4) What is the plan for using data to improve student learning and/or operations?

Based on our pilot year (targeted to be January 2019, we will reflect and make modifications to improve student learning outcomes.

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

The Master's in gifted education coordinator will meet with the College Accreditation coordinator as well as the faculty teaching in the program to inform as well as collaborate to make future plans

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

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Assessment Measures

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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	TARGET : 100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the Utopia exam rubric STATUS: MET SEM: SU17-SP18 NOTES: 100% of the candidat	CAEP_DATA_SP18_utopia_rubric_4.13.17.docx	- Assessment Process: Continuous monitoring: The EDCI Gifted faculty will continue to monitor candidate proficiencies with emphasis on candidate attainment of knowledge and skills.

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Assessment Findings	<table border="1" data-bbox="293 1268 1529 1986"> <thead> <tr> <th data-bbox="293 1268 431 1402">Assessment Measure</th> <th data-bbox="431 1268 570 1402">Criterion</th> <th data-bbox="570 1268 695 1402">Summary</th> <th data-bbox="695 1268 1382 1402">Attachments of the Assessments</th> <th data-bbox="1382 1268 1529 1402">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 1402 431 1986">Direct - Project</td> <td data-bbox="431 1402 570 1986">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</td> <td data-bbox="570 1402 695 1986">TARGET: 100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the History Web</td> <td data-bbox="695 1402 1382 1986">CAEP_DATA_SP_18_EDCI_506_History_Web_Rubric_SP17._FEB_2.17_1.docx</td> <td data-bbox="1382 1402 1529 1986">- Assessment Process: Continuous monitoring: The EDCI Gifted faculty will continue to monitor candidate proficiencies with</td> </tr> </tbody> </table>					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	TARGET: 100% of candidates will earn the level of Competent or Proficient when measured on a 3 pt. Likert scale on the History Web	CAEP_DATA_SP_18_EDCI_506_History_Web_Rubric_SP17._FEB_2.17_1.docx	- Assessment Process: Continuous monitoring: The EDCI Gifted faculty will continue to monitor candidate proficiencies with
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		<p>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. been met yet? Met</p>	<p>rubric STATUS: MET SEM: SU17-SP18 NOTES : 100% of the candidates scored Competent or Proficient on this assessment</p>		<p>emphasis on candidate attainment of knowledge and skills.</p>
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email (selected)

Presented formally at staff / department / committee meetings

Discussed informally (selected)
 Other (explain in text box below)

Plans have been made to present this data in October 2018 as the Redesign Committee continues to assess previous data and data gaps.

2) How frequently were assessment results shared?

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
 Dean / Asst. or Assoc. Dean (selected)
 Departmental assessment committee (selected)
 Other faculty / staff

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Major Changes includes the following: Task redesign and rubric redesign to reflect the NAGC 2013 Standards, gaps were identified in previous assessments/artifacts by the Redesign Committee and the committee continues to analyze the data for continuous improvement.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

After the last SPA Review, the team recognized the need to aggregate and disaggregate the data for a holistic view. This review is driving future "NEXT STEPS" in program development and implementation.

Attachments (optional)

Upload any documents which support the program / department assessment process.