

## High Ability 2020-2021 Measure & Candidate Competency at Completion

### Key Assessment #3: Instructional Planning and Curriculum Development ***Affective Lesson Plan (ALP; EDPS 54500)***

The ALP is used to understand the candidate's mastery of the social and emotional aspects of gifted development and how these can be incorporated in curriculum that promotes healthy social-emotional growth. The ALP addresses the following NAGC-CEC Standards (2013):

- **Standard 1: Learner Development and Individual Learning Differences**  
Candidates use their understanding of developmental and individual differences, particularly with regard to language, culture, economic status, family background, and/or area of disability and how these influence the learning of gifted children to create powerful affective lesson plans. [Elements 1.1-1.2]
- **Standard 2: Learning Environments**  
Candidates are capable of creating safe, inclusive, and culturally responsive learning environments that foster motivation, positive social interaction, ethical leadership skills, and flexibility as well as meaningful learning activities that meet the social and emotional needs of gifted students. [Elements 2.1-2.2]
- **Standard 3: Curricular Content Knowledge**  
Candidates demonstrate their ability to use assessments to differentiate, create, select, and modify affective curriculum to advance social-emotional learning for gifted students. [Element 3.3]
- **Standard 5: Instructional Planning and Strategies**  
Candidates create affective lesson plans that emphasize developmental issues, incorporate appropriate technologies, and apply instructional strategies that enhance the affective development of gifted students and foster the development, practice, and transfer of social-emotional skills across environments throughout the lifespan. [Elements 5.2, 5.4-5.5]

The benchmark for performance is a grade at or above B- (or 80%). In the fall of 2020, eight licensure candidates performed above this benchmark with the following frequency:

80	B-	0	0%
84	B	1	12.5%
87	B+	0	0%
90	A-	1	12.5%
94	A	6	75%

## Key Assessment #4: Impact on Student Learning

### **Teaching Observation Cycle with Student Growth Data (TOC; EDPS 69500)**

The Teacher Observation utilizes the Purdue *Teacher Observation Form-Revised* (TOF-R) in the capstone course, *Practicum in Gifted Education*. The TOF-R is a 12-item form used by evaluators to assess candidates' knowledge, skills, and dispositions as they are applied in practice with students with gifts, creativity, and talents, including, but not limited to, subject matter coverage, motivational techniques, pace of instruction, opportunities for self-determination, and teacher-student interactions. The TOC addresses the following NAGC-CEC Standards (2013):

- **Standard 1: Learner Development and Individual Learning Differences**  
Candidates use their understanding of developmental and individual differences, particularly with regard to language, culture, economic status, family background, and/or area of disability and how these influence the learning of gifted children to address gifted students' academic needs. [Element 1.2]
- **Standard 2: Learning Environments**  
Candidates create safe, inclusive, and culturally responsive learning environments that foster motivation, positive social interaction, ethical leadership skills, and flexibility as well as meaningful learning activities that promote the academic growth of gifted students. [Elements 2.1-2.2]
- **Standard 3: Curricular Content Knowledge**  
Candidates demonstrate their ability to use assessments to differentiate, create, select, and modify content-specific curriculum to advance the learning progressions of gifted students. [Elements 3.1-3.4]
- **Standard 4: Assessment**  
Candidates demonstrate their ability to use assessments to differentiate, create, select, and modify content-specific curriculum to advance the learning progressions of gifted students. [Element 4.5]
- **Standard 5: Instructional Planning and Strategies**  
Candidates create challenging lesson plans that emphasize developmental considerations in the content area, incorporate appropriate technologies, and apply instructional strategies that enhance the cognitive development of gifted students and foster the development, practice, and transfer of knowledge across environments throughout the lifespan. [Elements 5.3, 5.5]

The benchmark for performance is a grade at or above B- (or 80%). In the spring of 2021, eight licensure candidates performed above this benchmark with the following frequency:

80	B-	0	0%
84	B	0	0%
87	B+	0	0%
90	A-	2	25%
94	A	6	75%