Key Licensure/Endorsement Assessment #1: Assessment of Content Knowledge

Intervention Specialist: Gifted – EDUC 540, 541, 542, and 543

Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

Key Licensure/Endorsement Assessment #1, Assessment of Content Knowledge, is designed to assess a candidate’s understanding of the 32 knowledge elements across the 10 standards of the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education.

This take-home assessment is divided into four parts with PART 1 completed in EDUC 540: Characteristics and Assessment of the Gifted and Talented, PART 2 completed in EDUC 541: Curriculum and Instruction of the Gifted and Talented, PART 3 completed in EDUC 542: Guidance and Counseling of the Gifted and Talented, and PART 4 completed in EDUC 543: Collaborative Partnerships for Gifted and Talented. The four parts of this key licensure/endorsement assessment are submitted to and rated by the respective course instructor.

To be admitted into Clinical Practice at Gateway 2, a candidate must complete Key Licensure/Endorsement Assessments #1, #6, #7, and #8 (Assessment of Content Knowledge, Selected Skills Assessment I, Selected Skills Assessment II, and Selected Skills Assessment III) with at least 80% of the knowledge and skill elements of the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education across the four assessments rated at meets element and no element rated unacceptable.

2. Description of How the Assessment Specifically Aligns with the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education

The following content knowledge elements of the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education are evaluated through this key licensure/endorsement assessment.

PART 1: EDUC 540: Characteristics and Assessment of the Gifted and Talented

Element 1.K.1: Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
Element 1.K.2: Key philosophies, theories, models, and research supporting gifted and talented education.

Element 1.K.3: Local, state/provincial and federal laws and policies related to gifted and talented education.

Element 1.K.4: Issues in conceptions, definitions, and identification of gifts and talents, including those of individuals from diverse backgrounds.

Element 1.K.6: Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.

Element 2.K.1: Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.

Element 2.K.4: Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.

Element 2.K.5: Similarities and differences within the group of individuals with gifts and talents as compared to the general population.

Element 3.K.1: Influences of diversity factors on individuals with exceptional learning needs.

Element 3.K.2: Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.

Element 6.K.3: Implications of culture, behavior, and language on the development of individuals with gifts and talents.

Element 7.K.3: Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.

Element 8.K.1: Processes and procedures for the identification of individuals with gifts and talents.

Element 8.K.2: Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.

Element 8.K.3: Uses and limitations of assessments documenting academic growth of individuals with gifts and talents.

Element 9.K.2: Organizations and publications relevant to the field of gifted and talented education.

PART 2: EDUC 541: Curriculum and Instruction of the Gifted and Talented

Element 1.K.7: Key issues and trends, including diversity and inclusion, connecting general, special, and gifted and talented education.

Element 2.K.2: Characteristics and effects of culture and environment on the development of individuals with gifts and talents.

Element 3.K.3: Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.

Element 4.K.1: School and community resources, including content specialists, which support differentiation.

Element 4.K.2: Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
| **Element 6.K.1**: Forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds. |
| **Element 6.K.2**: Impact of diversity on communication. |
| **Element 7.K.1**: Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents. |
| **Element 7.K.2**: Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs. |
| **Element 9.K.1**: Personal and cultural frames of reference that affect one’s teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds. |

**PART 3: EDUC 542: Guidance and Counseling of the Gifted and Talented**

| **Element 5.K.1**: Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education. |
| **Element 5.K.2**: Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents. |

**PART 4: EDUC 543: Collaborative Partnerships for Gifted and Talented**

| **Element 1.K.5**: Impact of the dominant culture’s role in shaping schools and the differences in values, languages, and customs between school and home. |
| **Element 2.K.3**: Role of families and communities in supporting the development of individuals with gifts and talents. |
| **Element 3.K.4**: Influences of different beliefs, traditions, and values across and within diverse groups on relationships among individuals with gifts and talents, their families, schools, and communities. |
| **Element 10.K.1**: Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members. |
3. **Assessment Instrument**

The following serves as the four parts of Key Licensure/Endorsement Assessment #1.

| PART 1: EDUC 540: Characteristics and Assessment of the Gifted and Talented |

**PURPOSE of ASSESSMENT:** The purpose of Key Licensure/Endorsement Assessment #1: PART 1 is to assess the degree of your understanding of 16 knowledge elements of the 10 NAGC – CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education.

**DIRECTIONS:** Key Licensure/Endorsement Assessment #1: PART 1 is a take-home assessment. You need to respond to each of the following 16 questions, making sure that your answers demonstrate your full and clear understanding of the intent of the respective question. Responses are to be word-processed and bound into one hard-copy or electronic document and submitted to your EDUC 540 course instructor no later than the last class session of the term.

1. Identify two individuals from diverse backgrounds who have made historical contributions to the field of gifted and talented education. Describe the similarities and differences between the points of view of these two persons. (1.K.1)

2. Identify one philosophy, one theory, one model, and one piece of research supporting gifted and talented education and then contrast your four selections. (1.K.2)

3. Identify, in bullet-format, the rules and regulations regarding gifted and talented education as articulated in the Ohio Revised Code, Sections 3323.01 – 3324.07. (1.K.3)

4. Describe two current issues in conceptions, definitions, and/or identification of gifts and talents. (1.K.4)

5. Describe one way in which each of the following factors - societal, cultural, and economic - enhances the development of gifts and talents and then describe one way in which each of these same factors inhibits the development of gifts and talents. (1.K.6)
6. In chart-format, identify the **cognitive and affective** characteristics of individuals with gifts and talents according to the following domains: (a) intellectual, (b) academic, (c) creative, (d) leadership, and (e) artistic. (2.K.1)

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<thead>
<tr>
<th>Domains</th>
<th>Cognitive Characteristics</th>
<th>Affective Characteristics</th>
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<td>Artistic</td>
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7. Identify, in chart-form, advanced developmental milestones of individuals with gifts and talents from early childhood *through* adolescence. (2.K.4)

8. Describe how the group of individuals with gifts and talents is similar to the general population *and* how the group is different from the general population. (2.K.5)

9. Describe two influences that diversity factors have on individuals with exceptional leaning needs. (3.K.1)

10. Describe two significant **academic** characteristics and learning needs of individuals with gifts, talents, and disabilities *and* then describe two significant **affective** characteristics and learning needs of individuals with gifts, talents, and disabilities. (3.K.2)

11. Describe one implication that culture has on the development of individuals with gifts and talents, describe one implication that **behavior** has on the development of individuals with gifts and talents, *and* describe one implication that **language** has on the development of individuals with gifts and talents. (6.K.3)

12. Describe two curriculum emphases for individuals with gifts and talents in each of the following domains: (a) cognitive, (b) affective, (c) aesthetic, (d) social, *and* (e) linguistic. (7.K.3)

13. List the processes and procedures for the identification of individuals with gifts and talents in the state of Ohio. (8.K.1)
14. Identify three assessments for identifying individuals with exceptional learning needs in a domain of your choosing, and then describe the use, limitation, and interpretation of the possible results of each. (8.K.2)

15. Identify two assessments for documenting the academic growth of individuals with gifts and talents, and then describe the use and limitation of each assessment. (8.K.3)

16. Describe the purposes of the National Association of Gifted Children (NAGC) and the Ohio Association of Gifted Children (OAGC) and then describe the resources available to members of each organization. (9.K.2)

NOTE: The last page of your document must include the following statement followed by your signature and the date of your signature.

I certify that this key licensure/endorsement assessment was completed by me, the test-taker, alone.

___________________________________________
Signature of Test-Taker

___________________________________________
Date

PART 2: EDUC 541: Curriculum and Instruction of the Gifted and Talented

PURPOSE of ASSESSMENT: The purpose of Key Licensure/Endorsement Assessment #1: PART 2 is to assess the degree of your understanding of 10 knowledge elements of the 10 NAGC – CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education.

DIRECTIONS: Key Licensure/Endorsement Assessment #1: PART 2 is a take-home assessment. You need to respond to each of the following 10 questions, making sure that your answers demonstrate your full and clear understanding of the intent of the respective question. Responses are to be word-processed and bound into one hard-copy or electronic document and submitted to your EDUC 541 course instructor no later than the last class session of the term.

1. Describe two current issues and trends connecting general, special, and gifted and talented education. (1.K.7)
2. Describe one way in which the characteristics and effects of culture affect the development of individuals with gifts and talents and describe one way in which the characteristics and effects of environment affect the development of individuals with gifts and talents. (2.K.2)

3. Describe two idiosyncratic learning patterns of individuals with gifts and talents. (3.K.3)

4. Identify four school and community resources that could assist you as a teacher of students with gifts and talents in supporting differentiation. (4.K.1)

5. Identify two curricular strategies that research notes as being effective for individuals with exceptional learning needs, two instructional strategies that research notes as being effective for individuals with exceptional learning needs, and two management strategies that research notes as being effective for individuals with exceptional learning needs. (4.K.2)

6. Describe two forms/methods of communication that are essential to the education of individuals with gifts and talents. (6.K.1)

7. Describe two impacts that diversity has on communication. (6.K.2)

8. Describe two significant theories and/or research models that help to form the basis of curriculum development and instructional practice for individuals with gifts and talents. (7.K.1)

9. Describe two features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs. (7.K.2)

10. Provide a written reflection of your personal and cultural frames of reference, including your biases about individuals from diverse backgrounds, in terms of how those frames of reference and/or biases may possibly affect your teaching of individuals with gifts and talents. (9.K.1)

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I certify that this key licensure/endorsement assessment was completed by me, the test-taker, alone.

___________________________________________
Signature of Test-Taker

___________________________________________
Date
PART 3: EDUC 542: Guidance and Counseling of the Gifted and Talented

PURPOSE of ASSESSMENT: The purpose of Key Licensure/Endorsement Assessment #1: PART 3 is to assess the degree of your understanding of two knowledge elements of the 10 NAGC – CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education.

DIRECTIONS: Key Licensure/Endorsement Assessment #1: PART 3 is a take-home assessment. You need to respond to each of the following two questions, making sure that your answers demonstrate your full and clear understanding of the intent of the respective question. Responses are to be word-processed and bound into one hard-copy or electronic document and submitted to your EDUC 542 course instructor no later than the last class session of the term.

1. Identify two ways in which groups are stereotyped and experience historical discrimination, identify two ways in which groups are stereotyped and experience current discrimination, and then describe the implications of such stereotyping and discrimination for gifted and talented education. (5.K.1)

2. Describe two influences that social and emotional development have on the interpersonal relationships and learning of individuals with gifts and talents. (5.K.2)

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I certify that this key licensure/endorsement assessment was completed by me, the test-taker, alone.

___________________________________________
Signature of Test-Taker

___________________________________________
Date

PART 4: EDUC 543: Collaborative Partnerships for Gifted and Talented

PURPOSE of ASSESSMENT: The purpose of Key Licensure/Endorsement Assessment #1: PART 4 is to assess the degree of your understanding of four knowledge elements of the 10 NAGC – CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education.
DIRECTIONS: Key Licensure/Endorsement Assessment #1: PART 4 is a take-home assessment. You need to respond to each of the following four questions, making sure that your answers demonstrate your full and clear understanding of the intent of the respective question. Responses are to be word-processed and bound into one hard-copy or electronic document and submitted to your EDUC 543 course instructor no later than the last class session of the term.

1. Describe (a) two significant impacts of a dominant culture’s role in shaping schools and (b) two significant differences in values, languages, and customs between school and home. (1.K.5)

2. Describe one role that families have in supporting the development of individuals with gifts and talents and then describe one role that communities have in supporting the development of individuals with gifts and talents. (2.K.3)

3. Describe two influences that different beliefs, traditions, and values across and within diverse groups have on relationships among individuals with gifts and talents, their families, school personnel, and communities. (3.K.4)

4. Describe two culturally responsive behaviors that have potential for promoting effective communication and collaboration among the following four groups: individuals with gifts and talents, families of individuals with gifts and talents, school personnel, AND community members. (10.K.1)

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I certify that this key licensure/endorsement assessment was completed by me, the test-taker, alone.

__________________________________________________________________________
Signature of Test-Taker

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