Key Licensure/Endorsement Assessment #5: Effect on Student Learning

Intervention Specialist: Gifted – EDUC 549

Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

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

The **Effect on Student Learning** assignment serves as an assessment of a candidate’s ability to impact student learning as a result of planning and teaching sequences of lessons at appropriate levels of rigor and inquiry. Pre- and post-assessments serve as the means for determining the degree of impact. The assessment also assesses a candidate’s skills in describing and documenting individual and small- or whole-group student progress. The candidate is charged with carrying out the work of this assignment during clinical practice and to then include documentation of the work as a component of the Professional Portfolio at the conclusion of clinical practice. The Portfolio is a requirement for the Gifted and Talented Seminar (EDUC 549).

**This Key Licensure/Endorsement Assessment #5 is accompanied by Key Program Assessment #8. Both focus on the Effect on Student Learning. One portfolio product is developed for these two assessments, using the directions noted below. The one product is then assessed using the corresponding scoring guides. The Key Licensure/Endorsement Assessment is aligned with the standards of the respective specialized professional association (SPA) while the Key Program Assessment is aligned with candidate proficiencies of the conceptual framework.**

To exit the licensure/endorsement program at Gateway 3, a candidate must complete Key Licensure/Endorsement Assessments #1 and #3 - #8 (Assessment of Content Knowledge, Ability to Plan Lessons, Clinical Practice, Effect on Student Learning, Selected Skills Assessment I, Selected Skills Assessment II, and Selected Skills Assessment III) with at least 80% of the 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 seven assessments rated at **meets element** and no element rated **unacceptable**.

Furthermore, a candidate must complete Key Licensure/Endorsement Assessment #2: Course Grades-Based Evidence Assessment with grades of B- or higher.

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 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 are evaluated through this key licensure/endorsement assessment.
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 3.K.2: Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.

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

Element 4.K.2: Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.

Element 4.S.2: Apply higher-level thinking and meta-cognition models to content areas to meet the needs of individuals with gifts and talents.

Element 4.S.4: Pre-assess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continual assessment.

Element 4.S.7: Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.

Element 7.S.2: Design differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds.

Element 7.S.4: Select curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.

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

Element 8.S.3: Develop differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents.

Element 8.S.4: Use alternative assessments and technologies to evaluate learning of individuals with gifts and talents.
3. **Assessment Instrument**

**Professional Portfolio**

**Effect on Student Learning Assignment Guidelines**

*As you complete the following, refer to the scoring guide for Key Licensure/Endorsement Assessment #5 and the scoring guide for Key Program Assessment #8 to ensure that you include all expectations for this assessment.*

**Purpose of the Assignment:** To provide a structured experience in which you document the impact of your teaching on the P-12 learners with gifts and talents in your classroom.

**Directions:**

A. Select a group of students with gifts and talents for which you will document the impact of your teaching over time. For candidates with multiple classes of students with gifts and talents, you may select one class of students (the entire class, not just a small group from it). For candidates with similar students across content areas, you may select one of the content areas for which you provide instruction to this group of students. For candidates who only work with small groups of students with gifts and talents, the minimum size of the group needs to be five, unless otherwise approved by your seminar instructor.

B. Complete the "class" environmental form for this group, noting in narrative format any additional background knowledge and skill variations, differences, or concerns. Make sure to describe the cognitive and affective characteristics of the individuals with gifts and talents in the intellectual, academic, creative, leadership, and artistic domains. Furthermore, describe the advanced developmental milestones of your selected students as well as their academic and affective characteristics and learning needs. In addition, describe the idiosyncratic learning patterns of each student.

C. Determine a unit or sequence of instruction in which you will document student progress, develop the instructional objectives for that unit or sequence of instruction, and establish expected level(s) of performance on those objectives. The unit or sequence of instruction needs to be of sufficient length to be able to:

1) conduct one or more differentiated curriculum-based pre-assessments* to determine students' current levels of knowledge and/or skills,

2) develop and provide differentiated instruction to build on the students' current levels of knowledge and/or skills,

3) conduct one or more differentiated curriculum-based post-assessments* to see if instructional objectives were met at the expected level,

4) provide additional differentiated instruction to those who have not met the expected level(s) of performance, and
5) conduct a second differentiated curriculum-based post-assessment* for students who received additional instruction.

* Make sure that assessments used include alternative assessments and technologies to evaluate student learning.

D. Determine on which objectives you will develop the pre-assessment. The pre-assessment should be such that you can ANALYZE the work that the students complete on it. It should permit error pattern analysis. Develop the pre-assessment and have it approved by your cooperating teacher before administering it to the class.

E. Administer the pre-assessment and develop a chart of current levels of student performance. Also develop a 1/2-1 page narrative that indicates how what you learned from the pre-assessment will be used to develop the lesson plans for your unit or sequence of instruction.

F. Develop differentiated lesson plans for your unit or sequence of instruction, making sure to include curricular and instructional strategies effective for individuals with exceptional learning needs. Use curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences. In addition, make sure students have the opportunity to apply higher-level thinking and meta-cognition models to content areas. Furthermore, make sure to use information and/or assistive technologies to meet the needs of your selected students. Have the plans approved by your cooperating teacher.

G. Teach the lessons as planned, making changes as student needs develop.

H. After you have taught the particular objectives on which you are collecting data, administer the post-assessment, which should 1) parallel the pre-test and 2) measure what you have just taught.

I. Describe the uses and limitations of the assessments documenting academic growth in this assignment.

J. Analyze post-assessment results, with respect to the entire group, any subgroups for which you have differentiated instruction (content, process, or product) or any other identified subgroups, and with respect to individual students. Chart your findings. Develop a narrative that interprets your findings and, unless all students have met the initially expected level(s) of performance, develop a plan to re-teach/intervene so that those students who have not met the expected level(s) of performance have the opportunity to do so.

K. Re-teach and/or provide intervention for those who did not initially meet the expected level(s) of performance. Again, chart your findings. Then develop a narrative that discusses the progress made or lack thereof and what next steps you might take.

L. Develop a graph (type up to you) to display student scores and student progress over time. Be sure to label all components of the graph.
NOTE: Upon completion of this assignment, it will be evaluated holistically, using the Scoring Guide for the assessment; that is, the assignment will NOT be evaluated piece by piece, but rather how the pieces fit together as a whole and how the whole then meets the expectations called for in the Scoring Guide.