Key Licensure/Endorsement Assessment #6: Selected Skills Assessment I

Intervention Specialist: Gifted – EDUC 540

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 #6: Selected Skills Assessment I serves as a vehicle through which a candidate is expected to demonstrate his/her ability to meet a selected set of skills articulated in the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education that are aligned with the course content of EDUC 540: Characteristics and Assessment of the Gifted and Talented. The assessment is administered in EDUC 540, and is then assessed by the EDUC 540 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 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.

<table>
<thead>
<tr>
<th>Element 8.S.1:</th>
<th>Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds.</th>
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<td>Element 8.S.2:</td>
<td>Use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts and talents.</td>
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<td>Element 9.S.1:</td>
<td>Assess personal skills and limitations in teaching individuals with exceptional learning needs.</td>
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<td>Element 9.S.5:</td>
<td>Improve practice through continuous research-supported professional development in gifted education and related fields.</td>
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<td>Element 9.S.6:</td>
<td>Participate in the activities of professional organizations related to gifted and talented education.</td>
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<td>Element 9.S.7:</td>
<td>Reflect on personal practice to improve teaching and guide professional growth in gifted and talented education.</td>
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3. **Assessment Instrument**

**Selected Skills Assessment I Guidelines**

*As you complete the following, refer to the scoring guide for Key Licensure/Endorsement Assessment #6 to ensure that you include all expectations for this assessment.*

**Purpose of the Assignment:** to assess your ability to meet a selected set of skills articulated in the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education that are aligned with the course content of EDUC 540: Characteristics and Assessment of the Gifted and Talented.

**Directions:** Respond in writing to each of the following inquiries.

1. Describe a set of five (5) non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds. Be clear and specific as to the details of each approach and how each is intended to be used. (8.S.1)

2. Describe a set of three (3) technically adequate qualitative assessments for identifying and placing individuals with gifts and talents and then describe a set of three (3) technically adequate quantitative assessments for identifying and placing individuals with gifts and talents. Be clear and specific as to the details of each assessment, how each is intended to be used, and how each is intended to be administered. (8.S.2)

3. Write detailed assessments of your own personal skills and limitations in teaching individuals with exceptional learning needs at this point in your development. Provide rationales for the assessments you make. (9.S.1)

4. Log onto the NAGC web site at [http://www.nagc.org/](http://www.nagc.org/), and complete the following set of activities:

   (a) Explore the site in detail and summarize how you perceive the site being used to improve your practice as a teacher of students with gifts and talents. (9.S.5)

   (b) Under *Tools for Educators*, click on *NAGC Live Learning Center*. Listen to two of the Complimentary Featured Sessions, and then summarize your learnings from each. (9.S.6)

5. Write a detailed assessment of your own personal practice of teaching and then describe how you might use that assessment to improve your teaching and to guide your professional growth in gifted and talented education. (9.S.7)
NOTE: Responses to the above assessment are to be word-processed and bound into one hard-copy or electronic document. The last page of the 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

The document is to then be submitted to your EDUC 540 course instructor no later than the last class session of the semester.