Key Licensure/Endorsement Assessment #8: Selected Skills Assessment III

Intervention Specialist: Gifted – EDUC 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 #8: Selected Skills Assessment III 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 543: Collaborative Partnerships for Gifted and Talented. The assessment is administered through a field experience in EDUC 543, and is assessed by the EDUC 543 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.

   | Element 10.S.2: Collaborate with stakeholders outside the school setting who serve individuals with exceptional learning needs and their families. |
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| Element 10.S.4: Collaborate with individuals with gifts and talents, their families, general and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program. |
3. **Assessment Instrument**

Selected Skills Assessment III Guidelines

*As you complete the following, refer to the scoring guide for Key Licensure/Endorsement Assessment #8 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 543: Collaborative Partnerships for Gifted and Talented.

**Directions:**

Your tasks are as follows:

1. Identify a local non-school agency who serves individuals with exceptional learning needs and their families with whom to complete five (5) clock hours of field experience. Upon the approval of your EDUC 543 course instructor, make arrangements with the leadership of the agency to complete the five (5) clock hours. In making such arrangements, develop a plan for how you will be engaged with the agency during those clock hours. The purpose of this field experience is to become acquainted with how you as a teacher of students with gifts and talents might best collaborate with stakeholders outside the school setting.

Upon completion of the five (5) clock hours, provide your EDUC 543 course instructor with a written record that documents your five (5) clock hours of field experience with the agency and with written documentation regarding how you engaged with the agency during the five (5) clock hours. Both documents need to be signed by agency leadership. In addition, a logical and comprehensive description of your learnings about how school personnel may and should collaborate with stakeholders outside the school setting is to be provided.

2. Identify a coordinator of gifted and talented programs in a school setting with whom to complete five (5) clock hours of field experience. Upon the approval of your EDUC 543 course instructor, make arrangements with the coordinator to complete the five (5) clock hours. In making such arrangements, develop a plan for how you will be engaged with the coordinator during those clock hours. The purpose of this field experience is to engage with individuals with gifts and talents, their families, general and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program. Determine, with the coordinator, how you may engage in such interactions with the respective groups and for the intended purpose in the presence of the coordinator.

Upon completion of the five (5) clock hours, provide your EDUC 543 course instructor with a written record that documents your five (5) clock hours of field experience in a school setting and with written documentation regarding how you engaged with the coordinator, individuals with gifts and talents and their families, general and special educators, and other school staff during the five (5) clock hours. Both documents need to be signed by the coordinator of gifted and talented. In addition, a logical and comprehensive description of your learnings about collaborating with individuals with gifts and talents and their families,
general and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program is to be provided.

**NOTE:** the two five-hour field experiences must be completed, the required signed documentation, and the descriptions of your learnings must be submitted to the course instructor prior to the last class session of your EDUC 543 course for the semester.