

Gifted Endorsement

Key Assessment Name: Summative Presentation (Course 4)

Purpose

PURPOSE: What is the purpose of the assessment and how is it aligned to standards?

The key assessment for Measurement and Assessment of Gifted Learners is a summative presentation of all four courses in the gifted endorsement program. Candidates record an approximately five-minute video synthesizing information from all four courses and its impact on the classroom. An added benefit of this key assessment is that candidates must apply the technical skills necessary to prepare content for students that can be shared asynchronously. The key assessment focuses on four GaPSC standards for the Gifted In-Field Endorsement Program:

GaPSC Gifted Standard 1: Learner Development and Individual Learning Differences

(TAPS 1: Professional Knowledge, TAPS 7: Positive Learning Environment)

“Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.” The candidate summarizes learning differences and the impact on the classroom.

GaPSC Gifted Standard 3: Curricular Content Knowledge

(TAPS 1: Professional Knowledge, TAPS 3: Instructional Strategies)

“Beginning gifted education professionals use knowledge of general (core content) and specialized (interventions that are designed to address the unique needs of individuals with gifts and talents) to advance learning for individuals with gifts and talents.” Candidates describe the resources utilized with gifted students and the level of content knowledge expected of the students.

GaPSC Gifted Standard 4: Assessment

(TAPS 5: Assessment Strategies, TAPS 6: Assessment Uses)

“Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about the identification of individuals with gifts and talents and student learning.” Candidates identify and describe the assessments used for gifted identification. Candidates explain how the data from the assessments can be utilized.

GaPSC Gifted Standard 5: Instructional Planning and Strategies

(TAPS 2: Instructional Planning, TAPS 4: Differentiated Instruction)

“Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.” Candidates describe at least three strategies that were used in the classroom and the impact on gifted students.

How the assessment is used in the program

ASSESSMENT USES:

How is the assessment used in the program? how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program

The summative presentation (key assessment) is used as a tool for candidates during the fourth course, Measurement and Assessment of Gifted Learners. Candidates reflect on the knowledge gained during the entire program and the impact on the classroom. It is administered once and feedback is given by the course facilitator.

Scoring Guide

SCORING GUIDE:

Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score

The rubric is below. Candidates receive written, specific feedback from the instructor in the Learning Management System, Canvas. The feedback is aligned to the rubric which is provided in the syllabus. Submissions are also assigned a score. Candidates earning less than 80% are asked to revise and resubmit their work.

Gifted Endorsement Key Assessment: Summative Presentation (Course 4)

GaPSC Gifted Standard 1: Learner Development and Individual Learning Differences (TAPS 1: Professional Knowledge, TAPS 7: Positive Learning Environment)			
Beginning	Developing	Proficient	Distinguished
Does not demonstrate understanding of developmental and individual differences to respond to the needs of individuals with gifts and talents.	Rarely demonstrates understanding of developmental and individual differences to respond to the needs of individuals with gifts and talents.	Often demonstrates understanding of developmental and individual differences to respond to the needs of individuals with gifts and talents.	Consistently demonstrates understanding of developmental and individual differences to respond to the needs of individuals with gifts and talents.

GaPSC Gifted Standard 3: Curricular Content Knowledge (TAPS 1: Professional Knowledge, TAPS 3: Instructional Strategies)			
Beginning	Developing	Proficient	Distinguished
Does not demonstrate understanding of the role of central concepts, structures of the discipline, and tools of inquiry. Does not organize knowledge and integrate cross-disciplinary skills.	Rarely demonstrates understanding of the role of central concepts, structures of the discipline, and tools of inquiry. Rarely uses that understanding to organize knowledge and integrate cross-disciplinary skills.	Often demonstrates understanding of the role of central concepts, structures of the discipline, and tools of inquiry. Often uses that understanding to organize knowledge and integrate cross-disciplinary skills.	Consistently demonstrates understanding of the role of central concepts, structures of the discipline, and tools of inquiry. Consistently uses that understanding to organize knowledge and integrate cross-disciplinary skills.

GaPSC Gifted Standard 4: Assessment (TAPS 5: Assessment Strategies, TAPS 6: Assessment Uses)			
Beginning	Developing	Proficient	Distinguished
Does not demonstrate use of multiple types of assessment information to make identification and learning progress decisions.	Rarely demonstrates use of multiple types of assessment information to make identification and learning progress decisions.	Often demonstrates use of multiple types of assessment information to make identification and learning progress decisions.	Consistently demonstrates use of multiple types of assessment information to make identification and learning progress decisions.

GaPSC Gifted Standard 5: Instructional Planning and Strategies (TAPS 2: Instructional Planning, TAPS 4: Differentiated Instruction)			
Beginning	Developing	Proficient	Distinguished
Does not demonstrate knowledge of principles of evidence-based, differentiated practices.	Rarely demonstrates knowledge of principles of evidence-based, differentiated practices. Developing a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.	Often demonstrates knowledge of principles of evidence-based, differentiated practices. Possesses a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.	Consistently demonstrates knowledge of principles of evidence-based, differentiated practices. Possesses a significant repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

Data and Analysis

DATA TABLE

Data tables showing results of this assessment for the last three years (five years of data intentionally included)

2023-24 Gifted Endorsement
Summative Presentation (Course 4)
Percentage of Candidates Scoring at Each Level

*N = 57

Standard	Beginning	Developing	Proficient	Distinguished
GaPSC Gifted Standard 1: Learner Development & Individual Learner Differences			5% 3/57	95% 54/57
GaPSC Gifted Standard 3: Curricular Content Knowledge			9% 5/57	91% 52/57
GaPSC Gifted Standard 4: Assessment			7% 4/57	93% 53/57
GaPSC Gifted Standard 5: Instructional Planning & Strategies			5% 3/57	95% 54/57

2022-23 Gifted Endorsement
Summative Presentation (Course 4)
Percentage of Candidates Scoring at Each Level

*N = 83

Standard	Beginning	Developing	Proficient	Distinguished
GaPSC Gifted Standard 1: Learner Development & Individual Learner Differences			7% 6/83	93% 77/83
GaPSC Gifted Standard 3: Curricular Content Knowledge			8% 7/83	92% 76/83
GaPSC Gifted Standard 4: Assessment			12% 10/83	88% 73/83
GaPSC Gifted Standard 5: Instructional Planning & Strategies			17% 14/83	83% 69/83

2021-22 Gifted Endorsement
Summative Presentation (Course 4)
Percentage of Candidates Scoring at Each Level

*N = 121

Standard	Beginning	Developing	Proficient	Distinguished
GaPSC Gifted Standard 1: Learner Development & Individual Learner Differences			5% 6/121	95% 115/121
GaPSC Gifted Standard 3: Curricular Content Knowledge			7% 9/121	93% 112/121
GaPSC Gifted Standard 4: Assessment			6% 7/121	94% 114/121
GaPSC Gifted Standard 5: Instructional Planning & Strategies			9% 11/121	91% 110/121

Percentage of Candidates Requiring Re-Teaching and Resubmission of the Summative Presentation

Cohort Year	Percentage of Candidates Requiring Re-Teaching and Resubmission of the Summative Presentation
2023-24	12% (6/57)
2022-23	13% (11/83)
2021-22	4% (5/121)

DISCUSSION QUESTIONS

Discuss evidence that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the preparation program.

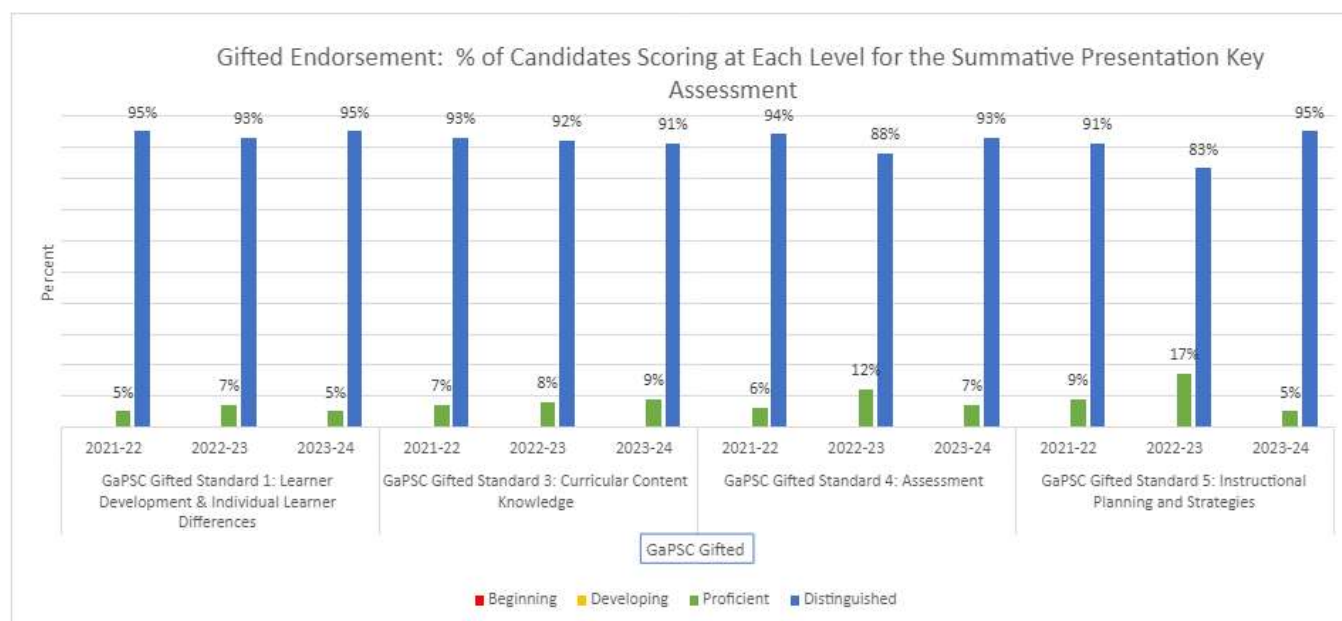
The description should summarize the principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the preparation program as a result.

Describe the steps the preparation program faculty has taken to use information from assessments for improvement of both candidate performance and the preparation program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skills and dispositions, and (3) student learning.

The data is gathered and examined by the program coordinator. The coordinator reads all feedback from the facilitators and enters it in a chart illustrating the number and percentage of candidates completing each standard at what level of proficiency: beginning, developing, proficient, or distinguished. The data is reviewed with the Coordinator of Research, Data, and Evaluation and with the program facilitators. We organized the data in different ways to help us reflect on the program's effectiveness.

Gifted Endorsement: % of Candidates Scoring at Each Level for the Summative Presentation Key Assessment					
GaPSC Gifted Standard	Year	Beginning	Developing	Proficient	Distinguished
GaPSC Gifted Standard 1: Learner Development & Individual Learner Differences	2021-22			5%	95%
	2022-23			7%	93%
	2023-24			5%	95%
GaPSC Gifted Standard 3: Curricular Content Knowledge	2021-22			7%	93%
	2022-23			8%	92%
	2023-24			9%	91%
GaPSC Gifted Standard 4: Assessment	2021-22			6%	94%
	2022-23			12%	88%
	2023-24			7%	93%
GaPSC Gifted Standard 5: Instructional Planning and Strategies	2021-22			9%	91%
	2022-23			17%	83%
	2023-24			5%	95%

Gifted Endorsement Key Assessment: Summative Presentation (Course 4)

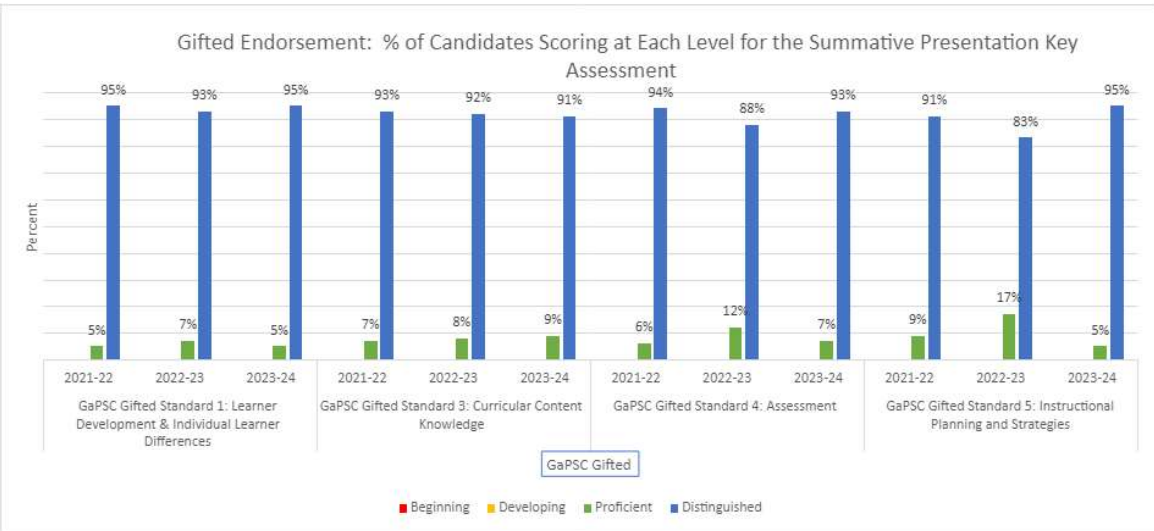
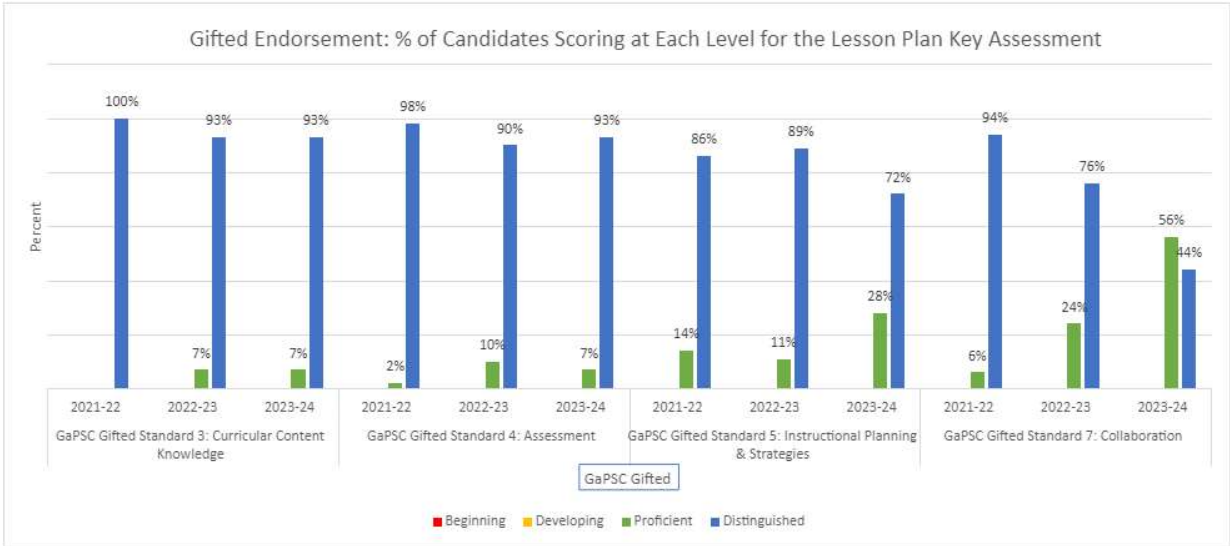
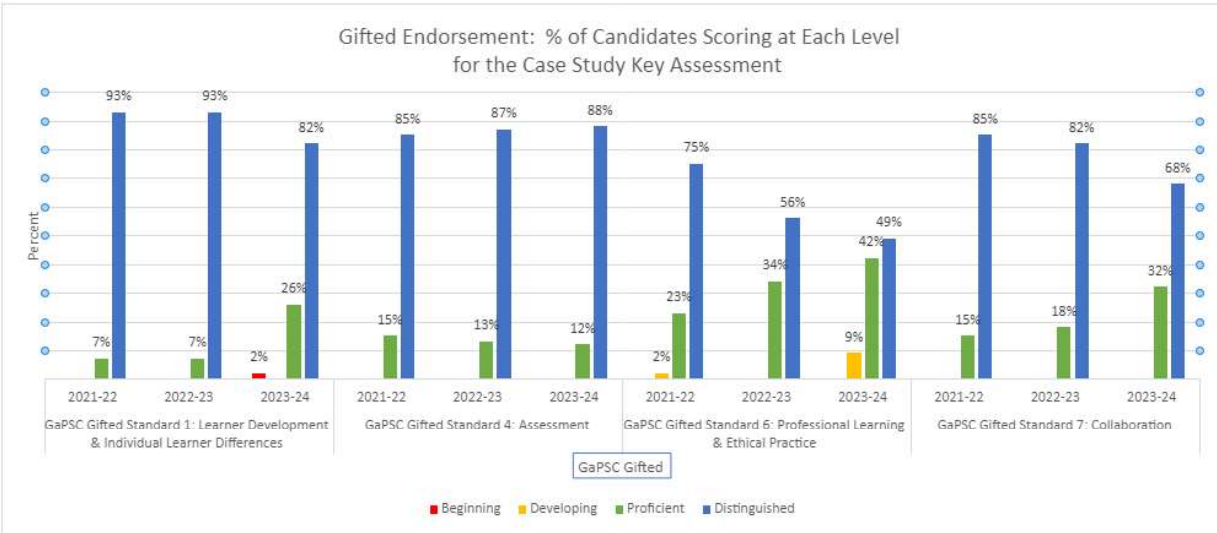


Because this is a summative assessment of the entire program, it is expected that most candidates will score in the distinguished category in each of the assessed standards. 100% of the candidates scored in the proficient or distinguished category in all four standards for three consecutive years from 2021-22 through 2023-2024. No candidates scored in the beginning or developing categories in any standard.

We noticed a decline in two areas in 2022-2023. Only 88% of the completers scored at the distinguished level in GaPSC Gifted Standard 4 on assessment. Only 83% of the completers scored at the distinguished level in GaPSC Gifted Standard 5 on instructional planning and strategies. Interestingly, at the time, anecdotal feedback from candidates expressed that the 2022-2023 school year was the most challenging one since the pandemic. In 2023-24, we emphasized revising assignments to reach proficient or distinguished levels. Performance on the assessment standard rose from 88% in 2022-23 to 93% in 2023-24. Performance on the instructional planning and strategies standard rose from 83% in 2022-23 to 95% in 2023-24.

We compared the five-year data for all three key assessments on the next page. It illustrates candidates' growth throughout the program. The gifted endorsement program should be completed in a single academic year. The case study is completed in November during the first course and is represented in the first graph. The lesson plan is completed in January during the second course and is represented in the second graph. The summative presentation is completed in May at the conclusion of all four courses and is represented in the third graph. You will notice longer green bars in the first and second bar graphs, illustrating that more candidates were proficient in the beginning and middle than at the end of the program as illustrated in the third bar graph. All graphs illustrate the expectation of proficient or distinguished performance.

Three Key Assessments Administered Over Five Years
Illustrating the Percentage of Candidates Scoring at Each Level



Three Key Assessments Administered Over Five Years
Illustrating the Percentage of Candidates Requiring Re-Teaching and Resubmission of Key Assessments

Percentage of Candidates Requiring Re-Teaching and Resubmission of the Case Study

Cohort Year	Percentage of Candidates Requiring Re-Teaching and Resubmission of the Case Study
2023-24	46% (26/57)
2022-23	49.4% (44/89)
2021-22	14.5% (19/131)

Percentage of Candidates Requiring Re-Teaching and Resubmission of the Lesson Plan

Cohort Year	Percentage of Candidates Requiring Re-Teaching and Resubmission of the Lesson Plan
2023-24	25% (14/57)
2022-23	15% (13/84)
2021-22	3% (4/125)

Percentage of Candidates Requiring Re-Teaching and Resubmission of the Summative Presentation

Cohort Year	Percentage of Candidates Requiring Re-Teaching and Resubmission of the Summative Presentation
2023-24	12% (6/57)
2022-23	13% (11/83)
2021-22	4% (5/121)

We also compared the five-year data illustrating the percentage of candidates requiring re-teaching and resubmission of key assessments. As expected, a greater percentage of key assessments required resubmission in the first key assessment compared to the second and third key assessments.

The gifted endorsement program should be completed in a single academic year. The case study is completed in November during the first course and is represented in the first chart. The lesson plan is completed in January during the second course and is represented in the second graph. The summative presentation is completed in May at the conclusion of all four courses and is represented in the third graph.

In 2022-23, we noticed that teachers dropped at a higher rate than the three previous years. More teachers said they struggled with the workload. Notice that more key assessments needed revision in all three key assessments in 2022-23 compared to the prior three years. We transitioned from VERGE to Canvas as a learning management system (LMS) in 2022-23. There were also no more accommodations due to Covid in 2022-23. We noticed a similar need for reteaching in 2023-24.

As a result of this data, the coordinator spoke to principals about the ideal candidate for the gifted endorsement program as well as the expectations and intended outcomes.

Gifted Endorsement Key Assessment: Summative Presentation (Course 4)

We also revised our application to strengthen our candidate pool. See questions below.

2. Select your years of experience.

NOTE: You are REQUIRED to have at least three years of teaching experience and PRT or SRT certification from the GaPSC. Teachers with initial or provisional (INIT or BT) certification are not eligible. *

- ☐ I do NOT have at least three years of teaching experience or I have INIT or BT certification with the GaPSC.
- ☐ 4-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ 30+
- ☐ I do NOT have at least three years of teaching experience or I have INIT or BT certification with the GaPSC. HOWEVER, I am still interested in and committed to completing the program in 2023-24.

3. The DCSD endorsement programs are year-long commitments that consist of multiple courses to be completed at an assigned pace in a single school year. The gifted program has four courses and each course is 50 hours for a total of 200 hours. The reading endorsement program has three courses and each course is 50 hours for a total of 150 hours. **Do you intend to fully participate in one of the programs during the 2023-24 academic year?**

NOTE: Candidates who are unable to successfully complete the program must wait two years to participate in another DCSD endorsement program. *

- ☐ Yes
- ☐ No

Our focus now turns to student achievement. At the end of the program, we see a greater number of candidates performing at the distinguished level. Now, we want to see that transfer to student performance with students moving from the proficient level to the distinguished level.