

**MOREHEAD STATE UNIVERSITY
COLLEGE OF EDUCATION**

PROGRAM REVIEW

**GRADUATE CERTIFICATION FOR TEACHING
GIFTED AND TALENTED STUDENTS P-12**

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I. Conceptual Framework

A. Conceptual Framework

See College's statement of the conceptual framework.

B. Program Relation To Conceptual Framework

The exceptional education program and Morehead State University sees the conceptual framework as particularly appropriate metaphor for the role of the exceptional education teacher in today's schools. "Educators as architects: designing environments where students construct knowledge and develop skills;" calls on our candidates and faculty to reflect critically on the basic concept of access. Accessibility lies at the heart of exceptional education in the United States.

The expectation for exceptional students is the same as the expectation for all students: high achievement.

The research literature in exceptional education has consistently demonstrated that the nature of the learning environment can contribute to the success and the acceptance of exceptional students. As it says in the conceptual framework document the metaphor of the architect is used because it nicely captures the critical role of the teacher in designing, planning, and constructing environments that focus on fostering optimal student learning. This resonates with those of us in exceptional education who have long struggled with the concept of the least restrictive environment as a hallmark of exceptional education and United States. Indeed, the concept of the least restrictive environment tries to strike a balance between the demands of a regular class and the unique learning needs of the exceptional student. At its root, the least restrictive environment is defined as the optimal learning environment for each unique individual.

At the dawn of the 21st century, this challenge is one that has become best encapsulated in the concept of inclusion. Inclusion is the idea that all students belong and all students are members of the school community. No individual difference should be a basis for differential treatment within this accepting community.

Traditionally exceptional education has been associated with a behaviorist paradigm of teaching. Increasingly forward-looking educators throughout the country have challenged this mechanistic approach to the educational enterprise. In our program, we have adopted a social ecological approach that is exactly congruent with our overriding metaphor of educators as architects. Guided by this perspective faculty and candidates together examine the social environment of the school to identify factors that enhance or hamper student acceptance, participation, and success.

Within this framework, there are four critical ideas: **access, participation, inclusion, and preparation for adult life**. The following briefly explores each of these four ideas that flow from our conceptual framework and demonstrates how they are linked with critical outcomes for teachers and students with disabilities.

Access. The concept of access simply captures the fact that the student with a disability needs to be able to enter the school and classroom as a first step towards learning. This requires the teacher to become adept at analyzing the environment to diagnose both physical and attitudinal barriers to participation. Maslow's hierarchy of needs makes it clear that no

human being is capable of achieving if they are not accepted as a valued human being. Beyond answering questions about stereotypical attitudes and physical access the teacher also must develop skills related to more subtle aspects of the classroom environment that hamper student learning. Among these are issues such as the form in which information is presented and access to technological supports that will assist students with exceptional needs.

Participation. It is one thing to get one's foot in the door; it is another thing to engage with others in the educational enterprise. This requires a teacher to be attuned to the myriad of ways in which exceptional students can access their exceptional ability to fully participate in what goes on in the school. If exceptional education becomes the "greenhouse" or "plastic bubble" that encapsulates gifted and talented students, they never will be challenged to reach their highest potential nor will they be fully accepted by their peers. This requires the teacher to structure of activities within the classroom and use of resources in ways that support participation. Two skills critical to achieving participation are **collaboration** and **accommodation**. Developing skills in forming collaborative relationships with colleagues in regular education and related services is central to our exceptional education program. In a like manner today's teacher in exceptional education has to be skilled at analyzing learning tasks to design the accommodations which will allow the student with special talents to do his or her best.

Inclusion. Access, participation, collaboration, and accommodations all lay the groundwork for inclusion. However, this is more than a simple linear equation. Inclusion is more than the sum of its parts. All that discussed about up to this point simply lays the foundation for the possibility of full acceptance and student success. Inclusion is not an educational strategy it is an educational outcome. The teacher strives to create in environment in which all are accepted and all contribute. Within the inclusive school, the numerous factors that defined the human condition such as gender, race, religion, economic background, and differential ability are seen as enhancing not detracting from the learning experience of all.

Preparation for adult life. It is critical that all teachers have a sense of direction. All that we do in schools is geared towards preparing our students to be valued contributing members of our communities. The academic expectations for all Kentucky students provide us with a compass in setting this direction. The value of an ecological perspective on education is that it requires the teacher to continually ask "why am I doing what I am doing?" The bottom-line answer to this question is "I am engaged in the enterprise of preparing young people for life beyond the classroom." It is critical for the student with an exceptional gift or talent to be prepared to meet the challenges the everyday life will present. Similarly, all students must be prepared for the complexities of a world filled with human difference. The exceptional education program at Morehead State University strives to develop the kinds of "architects" who can build the ramps that will lead all of their future students to success.

C. Excerpts from Syllabi Illustrating Conceptual Framework

- Conceptual Framework
" Some people see a locked door and turn away. Some people see a locked door, hunt for a key and being unable to find one turn away. Some people see a locked

door, hunt for a key and being unable to find one – make one”
Morehead State University’s educational philosophy embodies the concept that teachers are architects and builders of today’s youth. (EDSP 643, EDSP 644, EDSP 645)

II. Program Experiences

Graduates of the program for teachers of Gifted and Talented students at Morehead State University will demonstrate mastery of the following:

- The common core of knowledge and skill for all experienced exceptional education teachers as defined by the Council for Exceptional Children,
- The knowledge and skills for all experienced exceptional education teachers of gifted and talented students in individualized General Curriculums, and
- Kentucky’s Experienced Teachers Standards.

This goal is achieved through a closely integrated series of classroom and field experiences that assure that the teacher connects knowledge directly to application. Every class in the program has specific field hour requirements, but strength of this program lies in the incremental development of sustained field experiences which increase as they progress through the program.

Since the common core of knowledge for experienced exceptional education teachers is essentially an effort to translate best practice information into competencies, this knowledge base integrates seamlessly with the candidates’ mastery of Kentucky’s Experienced Teacher Standards. The specific knowledge and skill identified by the Council for Exceptional Children and The National Association for Gifted Children essentially elaborates on the more concise list of indicators found in Kentucky’s standards. The following tables outline where each element in this complex knowledge base is addressed. As describe in the summary of the Experienced Teacher Standards there is a continuum inherent in our program ranging from an expectation that the candidates can demonstrate their proficiency as teachers of the gifted and talented.

The following matrix addresses the *common core of knowledge and skill for all beginning special education teachers*.

Knowledge and Skills for All Beginning Special Education Teachers of Students with Gifts or Talents: National Association for Gifted Children

<i>Program Standards</i>	<i>Courses addressing this standard:</i>
GT: Gifted Education	
1. Philosophical, Historical, and Legal Foundations of Special Education	
<i>Knowledge:</i>	
K1 The historical foundations and classic studies, including the major contributors, that under gird the growth of knowledge and practices in the field of gifted education.	EDSP 641
K2 Current educational definitions of students with gifts and talents, including identification criteria, labeling issues, and current incidence and prevalence figures.	EDSP 641
K3 Policies and issues at the national, state, and local levels that affect the education of students with gifts or talents.	EDSP 641
K4 The impact of various educational placement options on individual students with gifts and talents with regard to cultural identity or economic class and physical, linguistic, academic and social-emotional development.	EDSP 641
<i>Skills:</i>	
S1 Articulate the pros and cons of current issues and trends in special education and the field of gifted education.	EDSP 641, EDSP 642
GT: Gifted Education	
2. Characteristics of Learners	
<i>Knowledge:</i>	
K1 Cognitive processing and affective characteristics of learners gifted in intellectual, creative, leadership, specific academic, visual/performing arts, and psychomotor domains.	EDSP 641, EDSP 642
K2 Enrichment and acceleration needs of gifted learners in required subject areas as compared with the needs of the general population of learners.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
K3 Cognitive and affective characteristics of "twice exceptional" special populations of gifted learners, such as culturally diverse, economically disadvantaged learners with learning, physical, or behavioral disabilities.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
K4 The impact of multiple exceptionalities that result in additional sensory, motor, and/or learning needs.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
K5 Effects of families and/or primary caregivers on the overall development of the child.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
<i>Skills:</i> None in addition to Common Core.	

<i>Program Standards</i>	<i>Courses addressing this standard:</i>
GT: Gifted Education 3. Assessment, Diagnosis, and Evaluation Knowledge:	
K1 Specialized terminology used in the assessment of students with gifts and talents.	EDSP 641
K2 Legal provisions, regulations, and program standards regarding unbiased assessment and the use of instructional assessment measures with students with gifts and talents.	EDSP 641
K3 Specialized policies regarding referral and placement procedures for students with gifts and talents.	EDSP 641
Skills:	
S1 Identify defensible (comprehensive, systematic, objective) and equitable procedures for identifying and placing learners with gifts and talents in appropriate programs and services.	EDSP 641
S2 Use exceptionality-specific assessment instruments, both formal and informal, including learner interviews, for assessing students with gifts and talents.	EDSP 641
S3 Evaluate learner products and portfolios appropriately.	EDSP 641
GT: Gifted Education 4. Instructional Content and Practice Knowledge:	
K1 Research-supported instructional strategies and practices (e.g., conceptual development, accelerated presentation pace, minimal drill and practice) for students with gifts or talents.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
K2 Sources of specialized materials for students with gifts or talents.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
K3 Processes for designing opportunities for learners with gifts and talents to participate in community-based service learning for the development of ethics and social responsibility.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
Skills:	
S1 Design cognitively complex discussion questions, projects, and assignments that promote reflective, evaluative, non entrenched thinking in students with intellectual or academic gifts or talents.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
S2 Select instructional model(s) appropriate to teaching topics, content area, or subject domain.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
S3 Use instructional models; topic/domain instructional model matches commonly implemented in teaching gifted learners; and cognitive, creative, affective, and ethical taxonomies in order for higher levels to be addressed through instructional strategies.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645

<i>Program Standards</i>	<i>Courses addressing this standard:</i>
GT: Gifted Education 5. Planning and Managing the Teaching and Learning Environment	
Knowledge:	
K1 Research-supported ability and achievement grouping practices and model programs, including career/vocational and transition (e.g. mentorships), that have been effective for students with gifts and talents.	EDSP 642, EDSP 643, EDSP 644, EDSP 645
K2 Curriculum and program planning models and research-supported accelerated practices that have been effective for students with gifts or talents.	EDSP 642, EDSP 643, EDSP 644, EDSP 645
Skills:	
S1 Monitor and evaluate program activities for the purpose of continued program development or refinement.	EDSP 642, EDSP 643, EDSP 644,
GT: Gifted Education 6. Managing Student Behavior and Social Interaction Skills	
Knowledge: None in addition to Common Core.	
Skills: None in addition to Common Core.	
GT: Gifted Education 7. Communication and Collaborative Partnerships	
Knowledge:	
K1 Sources of unique services, networks, and organizations for students with gifts or talents.	EDSP 642, EDSP 643, EDSP 644, EDSP 645
K2 Principles of communication and collaboration and the role of the teacher within the various team models (e.g., multidisciplinary, interdisciplinary, transdisciplinary).	EDSP 642, EDSP 643, EDSP 644, EDSP 645
Skills: None in addition to Common Core.	
GT: Gifted Education 8. Professionalism and Ethical Practices	
Knowledge:	
K1 Consumer and professional organizations, publications, and journals relevant to the field of gifted education.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
S1 Maintain knowledge of current research and literature in the field of special education and gifted education.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645
S1 Maintain knowledge of current research and literature in the field of special education and gifted education.	EDSP 641, EDSP 642, EDSP 643, EDSP 644, EDSP 645

The following table shows the connection between program courses and the *Experienced Teacher Standards*.

**EXPERIENCED TEACHER STANDARDS IN
GIFTED CERTIFICATION IN SPECIAL EDUCATION**

Courses	EDSP 641	EDSP 642	EDSP 643	EDSP 644
ETS I Demonstrates professional leadership	X	X	X	X
ETS II Demonstrates knowledge of content	X	X	X	X
ETS III Designs/plans instruction	X	X	X	X
ETS IV Creates/ maintains learning climate	X	X	X	X
ETS V Implements/ manages instruction	X	X	X	X
ETS VI Assesses & communicates learning results	X	X	X	X
ETS VII Reflects/ evaluates teaching & learning	X	X	X	X
ETS VIII Collaborates with colleagues/ parents/others	X	X	X	X
ETS IX Engages in professional development	X	X	X	X
ETS X Demonstrates technology	X	X	X	X

Finally, critical themes for all teachers as articulated by NCATE and major Kentucky specific initiative related to curriculum and assessment are woven into the fabric of our student experiences. Literally every course in the GT program makes sure that the critical themes are addressed. In a similar vein an ongoing knowledge of Kentucky program of studies and related curricular documents is structured into the program. The following table outlines where this information is addressed within this program.

NCATE Themes

NCATE THEMES	EDSP	EDSP	EDSP	EDSP	EDSP
	641	642	643	644	645
CONCEPTUAL FRAMEWORK	X	X	X	X	X
DIVERSITY	X	X	X	X	X
INTELLECTUAL VITALITY	X	X	X	X	X
TECHNOLOGY	X	X	X	X	X
PROFESSIONAL COMMUNITY	X	X	X	X	X
EVALUATION	X	X	X	X	X
PERFORMANCE ASSESSMENT	X	X	X	X	X

The Program incorporates the KERA Initiatives in the following ways:

KERA INITIATIVES					
Learner Goals & Academic Expectations	X	X	X	X	X
Program of Studies	X	X	X	X	X
Core Content for Assessment	X	X	X	X	X

The following excerpts from program syllabi give some indication of how instructors address NCATE themes in their course.

EDSP 643 – Teaching the Elementary Gifted and Talented Child

Intellectual Vitality: Upon completion of the course, the student will have a working knowledge of:

1. the characteristics of elementary learners with high academic achievement
2. the framework of services available
3. the use of classroom management techniques
4. curriculum development in instructional content and practice
5. assessment and implementation of strategies
6. adaptations and collaboration
7. the relationship of the Program of Studies and Core Content with the instruction of gifted elementary students
8. appropriate methods for gifted elementary learners
9. appropriate materials for gifted elementary learners

Diversity: The course, in its essence, is based on the understanding that we live in a culturally diverse society. The curriculum techniques and the methods and materials presented in this course are designed to enable the teacher to modify instructional material to meet the needs of an educationally diverse classroom.

Any student requiring assistance in meeting the requirements of this class will be accommodated according to the need of their diversity.

Assessment Criteria: Assessment will be based upon developed lesson plans, group projects, and presentations.

Technology: Candidates are required to use the internet, e-mail, and computers for production of assignments.

EDSP 645 – Practicum for Gifted and Talented

Intellectual Vitality: Upon completion of the course, the student will implement:

1. the use of classroom management techniques
2. curriculum development in language arts and content areas
3. assessment
4. adaptations
5. the relationship of the Program of Studies and Core Content with the instruction of gifted students
6. appropriate methods for gifted learners
7. appropriate materials for gifted learners

Assessment Criteria: Assessment will be based upon developed lesson plans, portfolios, supervisor evaluations, reflections and presentations.

III. Assessment

Consistent with the pedagogical balance expressed in the “Educator as Architect” theme, both traditional academic assessments and authentic assessments are used throughout special education teacher training programs. In addition to a wide variety of individual course assessments, all teacher education programs include entrance assessments, on-going assessments, and exit assessments. All three levels include traditional academic measures, considerations of dispositions, and documentation of student performance on authentic tasks. The culminating assessment is a portfolio of student work over the course of his/her program, completed and submitted during the practicum.

A. Assessment of Candidates:

All GT candidates are engaged in a continuing process of on-going assessment in every course they take as part of their program. Mastery of the Experienced Teacher standards and the essential competencies outlined in the previous section are assessed throughout the program. Program faculty require candidates to demonstrate mastery based on implementation of key concepts in authentic settings, thus enabling the faculty to use techniques other than traditional procedures to assess progress. While all GT candidates are continually assessed, information about their qualification and progress is examined at several specific points during their work.

Requirements for Admissions. As currently configured, this program is only open to candidates who already hold valid teaching certification in some other field.

1. Must hold a valid Teaching Certificate or Statement of Eligibility.
2. Admitted to the Graduate School at Morehead State University

Requirements for Program Completion

1. Satisfy general program requirements.
2. A minimum grade of B is required in all courses.
3. A portfolio for this certification will be maintained throughout the coursework and will be reviewed at the conclusion of EDSP 645 - Practicum).
4. Program must be completed within 10 years of admission. Coursework beyond that 10 year limit will not be counted.

Course Requirements

EDSP 641 Conceptions and Identification of Gifted Children and Youth

EDSP 642 Meeting the Needs of Gifted Children and Youth

EDSP 643 Teaching the Elementary Gifted and Talented Child **Or**

EDSP 644 The Gifted Adolescent and Young Adult

EDSP 645 Practicum

On-going Assessment of Critical Knowledge and Skills.

As shown in the previous section of this document this program systematically addresses both the essential knowledge base for teachers of gifted and talented students and the experienced teachers' performance standards. The program seeks to insure the quality of its graduates by tying classroom experience to intensive on-going involvement in settings that provide education to gifted and talented students. Every course entails some level of field experience. This enables the faculty in the field to use techniques other than traditional classroom procedures to assess student progress. This program uses various forms of authentic assessment procedures to evaluate student performance in direct interaction with gifted and talented students.

The combination of classroom and field experience provides an invaluable opportunity to conduct authentic in vivo assessment of the student's mastery of program objectives. Specifically, as they progress through the program candidates are required to develop a set of interrelated portfolios which will culminate in the eligibility portfolio. As part of their course work candidates will produce a continuing portfolio documenting their developing mastery of the experienced teacher standards.

While the portfolio components are tied to individual courses they are program benchmarks which will be reviewed to assure that each candidate is making adequate progress. In those cases where a candidate's portfolio is rated as less than satisfactory, area faculty will develop an individual plan of correction to assist the student in rectifying identified deficiencies. This plan of correction may include repeating a course or other specially designed remedial activities.

IV. PROGRAM FACULTY

Name	Highest Degree	Area of Specialization	Responsibilities in the Program	Relationship to the Institution			
				Tenured	Full-time IHE Part-time Program	Full-time IHE Full-time Program	Part-time IHE Part-time Program
Decker, Mattie	MA	Literacy, Special Education, Gifted Education	Assistant Professor, Course Instructor			X	
Hazler, Kitty	Ed.D.	Gifted Education	Assistant Professor, Course Instructor			X	
Moriarty, Adele	Ed.D.	Gifted Education, Special Education	Associate Professor, Advisor, Course Instructor	X		X	

V. Program Planning Guidesheet

Morehead State University
Department of Elementary, Reading and Special Education
Endorsement for Gifted Education P-12; leading to Gifted and Talented Certification

Name: _____ SS #: _____

Address: _____ Advisor: _____

Prerequisites for admission:

Valid teaching certificate _____
Admitted to the Graduate School at MSU _____

Course requirements:

EDSP 641 Conceptions and Identification of Gifted Children and Youth	(3) _____
EDSP 642 Meeting the Individual Needs of Gifted Children and Youth	(3) _____
EDSP 643 Teaching the Elementary Gifted and Talented Child or	
EDSP 644 The Gifted Adolescent and Young Adult	(3) _____
EDSP 645 Practicum in Gifted Education	(3) _____

Other requirements:

1. A minimum grade of B is required in all courses.
2. A portfolio for this endorsement program will be maintained throughout the course work. It will be reviewed at the conclusion of EDSP 645 Practicum.
3. **Program must be completed within 10 years of admission; coursework beyond that 10-year limit will not be counted.**

Student's signature date

Advisor's signature date

Department Chairperson's signature date

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