



## Academically Gifted Education [AGFT]

### **Cycles included in this report:**

Jun 1, 2021 to May 31, 2022

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## **Program Name: Academically Gifted Education [AGFT]**

**Reporting Cycle: Jun 1, 2021 to May 31, 2022**

### **1 Is this program offered via Distance Learning?**

100% Distance only

### **2 Is this program offered at an off-site location?**

No

### **2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.**

### **3 Example of Program Improvement**

2017-2018:

Review of the data from 2017-2018 data showed that candidates were performing effectively on the assignments. However, in order to delve deeper into the outcomes and performance objectives, future data will be reported at the rubric element level so that data driven improvements can be made.

2018-2019:

Review of the data reported for 2018-2019 showed that candidates are performing well on the assignments in the program. In addition, data collected by the instructor as a pre- and post-assessment within the courses indicated considerable growth from week one to week seven of the courses. In addition, qualitative data was collected with recommendations and comments that will be used to revise the course for the next offering.

2019-2020:

2020-2021:

The Academically Gifted Graduate Certificate contains coursework that is beneficial to not only designated gifted education teachers, but also for regular education teachers with gifted students in their classroom. Program coursework has been reviewed to encompass a wider range of implementation and therefore a broader potential candidate base.

2021-2022:

During the 2021-2022 academic year, the academically gifted program is being reviewed to update course progressions, align assessment to standards and/or professional skills, and design rubrics for each major assessment to better understand the strengths and areas for improvement within the candidates.

### **4 Program Highlights from the Reporting Year**

2017-2018:

There has been an increased interest in the Academically Gifted program over the past year. Enrollment numbers have increased and the EPP will continue to promote the program.

2018-2019:

There has been a great deal of positive feedback collected on the courses offered in Academically Gifted Education. The instructor aligned the assignments to the standards and the feedback from students has been very positive.

2019-2020:

2020-2021:

Although enrollment in the Academically Gifted Graduate Certificate program is low, the Academically Gifted C&I concentration currently has the largest enrollment numbers of the C&I programs. The courses in the C&I concentration and GC courses are the same, therefore demonstrating a continued interest in the area of Academically Gifted Education.

2021-2022:

The MED program successfully passed the Interim Advanced Program Review for CAEP. The program will continue to grow and improve.

**5 Program Mission**

The McNeese Gifted Education Certificate program is dedicated to teaching the foundations of gifted education, the development and characteristics of learners and how these differences may result in individual learning differences that require specific instructional strategies. We will ensure that our candidates understand how learning environments, social interaction, language /communication and overall planning can contribute to gifted students intellectual, social and emotional well-being. Further, our candidates will demonstrate professionalism collaborating with all stakeholders and improving their instruction using deliberate practice.

**6 Institutional Mission Reference**

While McNeese State University is primarily a teaching institution of the undergraduate students, the gifted certificate does serve the regional K-12 educational employers and educational communities in its region. Admission into the program requires that the student either be a current graduate student or have a previous Master’s degree.

**7 Assessment and Benchmark EDUC 686 Case Study**

Assessment: Graduates will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2); how learning environments, social interaction, and language/communication can contribute to gifted students intellectual, social, and emotional well-being (NAGC 5 & 6). Graduate students also share a short video where they talk about their case study and what they have learned with their peers. Graduate students are asked to respond thoughtfully to two videos.

Alignment: NAGC 1 & 2

Benchmark: Candidates will score a 90% passing grade or higher on the EDUC 686 Characteristics of the Gifted Case Study.

2021-2022:

Rubrics for all MED Curriculum and Instruction programs are under revision. Candidates will score a 3 or above on all components of the rubric.

**Outcome Links**

**Foundations of Gifted Education [Program]**

Graduate will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2) ; how learning environments, social interaction, and language /communication can contribute to gifted students intellectual, social and emotional well-being(NAGC 5 &6)

**7.1 Data Final Exam**

Academic Year	Students with 90%		Benchmark met?
	#	%	
2016-2017	10/10	100%	Yes
2017-2018	9/10	90%	No
2018-2019	5/8	63%	No
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	1/1	100%	Yes

**7.1.1 Analysis of Data and Plan for Continuous Improvement**

2017-2018:

The benchmark was not met. One out of the ten students enrolled in this course did not meet the benchmark of scoring a 90% or better on the EDUC 686 Characteristics of the Gifted Case Study.

Moving forward, the rubric elements will be included in the assessment plan. Student and course performance data will be analyzed so that areas of strength and improvement can be determined in this course. Benchmarks will be set for the elements on the rubric.

Behavioral and measurable recommendations to meet the above goal: The rubric elements will be reported and a chart will be created to analyze the strengths and areas for improvement of the candidates measured within the assessment. The areas of strengths and improvement will be used to determine changes in course content and/or instruction.

2018-2019:

The benchmark was not met. Only five out of the eight students enrolled in the course scored a 90% or better on the EDUC 686 Characteristics of the Gifted Case Study.

The goal for 2019-2020 will be to create a template/Excel spreadsheet for the EDUC 686 Characteristics of the Gifted Case Study results to be entered into for a more in depth analysis. The recommendation from the previous year was not fully implemented. A rubric was used to grade candidate performance; however, analysis by elements were not completed. Therefore, to reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or the standard to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data was reported. Data on the assessment is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.

Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency, completer data will be reported for the candidates with rubric elements and scores identified.

2021-2022:

There were three candidates who completed the program in the 2021-2022 academic year. Data is reported on one candidate who completed the course with the most current rubric. However, all rubrics in the MED C&I Academically Gifted Program are being revised for data to be reported out by line items. This will allow for a more in-depth analysis of candidate strengths and areas for improvement.

## **8 Assessment and Benchmark EDUC 687 Face-to-Face Dialogue**

Assessment: Graduate will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2); how learning environments, social interaction, and language/communication can contribute to gifted students intellectual, social, and emotional well-being (NAGC 5 &6). Students also share with peers a short video of themselves giving an overview of their dialogue and outcomes. The Data would come from the Dialogue final paper.

**Benchmark:** Candidates will score an average of 90% or higher on the Individual Student Case Study in EDUC 687: Social and Emotional Needs of the Gifted.

2021-2022:

Rubrics for all MED Curriculum and Instruction programs are under revision. Candidates will score a 3 or above on all components of the rubric.

### Outcome Links

#### Foundations of Gifted Education [Program]

Graduate will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2) ; how learning environments, social interaction, and language /communication can contribute to gifted students intellectual, social and emotional well-being(NAGC 5 &6)

## 8.1 Data

Term	Students with 90%		Benchmark met?
	#	%	
Fall 2015	4/5	80%	No
Fall 2016	9/10	90%	Yes
Fall 2017	6/6	100%	Yes
Fall 2018	8/10	80%	No
Fall 2019	—	—	—
Fall 2020	—	—	—
Fall 2021	3/3	100%	Yes

### 8.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was met.

100% (6 out of 6) of the candidates scored 90% or higher on the EDUC 687: Face-to-Face Dialogue Assignment. Although all students made a passing score, it is difficult to do a true analysis of the topics covered on the assessment and determine any strengths or areas for improvement without the breakdown of the scoring rubric.

For 2018-2019, the data rubric will be included in the assessment plan and candidate and course performance data will be analyzed so that areas of strength and improvement can be determined for the assignment. Data analysis will drive improved instruction or modifications of the assessment.

2018-2019:

The benchmark was not met. Eight out of ten students enrolled in the course scored a 90% or better on the EDUC 687 Face-to-Face Dialogue Assignment.

The goal for 2019-2020 will be to create a template/ Excel spreadsheet for the EDUC 687 Face-to-Face Dialogue Assignment results to be entered into for a more in depth analysis. The recommendation from the previous year was not fully implemented. A rubric was used to grade candidate performance; however, analysis by elements were not completed. Therefore, to reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or the standard to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data was reported. Assessment data is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.

Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency in reporting across programs, completer data will be submitted with rubric elements and scores identified for the assessment plan.

2021-2022:

There were three completers in the 2021-2022 academic year with reported scores of 100%, 100%, and 98%. On a four-point scale (0 being Unable/Uncomfortable, 1 being Somewhat Able/Somewhat Comfortable, 3 being Quite able, Proficient/Comfortable, and 4 being Very able, Expert/Very Comfortable), student post-assessment scores average a 2.4 point rise in ability and comfort level with content (identifying social/emotional, guidance, and counseling needs in gifted individuals, knowledge of the Myers-Briggs Type Indicator for their own inner work and work with students, understanding the types of social and emotional characteristics and challenges in gifted learners, identifying appropriate strategies for these challenges, understanding types of guidance and counseling issues in gifted learners and identifying appropriate interactions for those issues, ability and comfort level collaborating with stakeholders to address the needs of gifted individuals, willingness to advocate and comfort level in making curricular alterations for the needs of gifted individuals as they relate to social, emotional, guidance, and counseling need and NAGC/CEC Standards to inform practice. Students also identify knowledge and skills in the list of outcomes that they feel are most critical to them, and in their post assessment allows them to reflect on their growth and areas where they may still want to improve.

During the 2021-2022 academic year, revisions to rubrics and assignments are being made for improvement in alignment, assessment, and follow-up to be implemented in 2022-2023.

**9 Assessment and Benchmark** EDUC 689 Creativity Portfolio, Theorist & Theories

Assessment: Creativity portfolio, Theorist & Theories for EDUC 689 Creative Thinking and Problem Solving (NAGC 3,4 & 7).

This course is not specific for teachers of the gifted, but there are choices of activities to apply this to gifted. These choices include discussions/integration of variations in characteristics and development between/among gifted learners, a great deal on learning environments, social interaction and language/communication contributing to gifted students intellectual, social and emotional well-being. The Data would come from a portfolio of items from this course.

Benchmark: Candidates will score a minimum of 90% on the creativity portfolio, Theorist & Theories for EDUC 689: Creative Thinking and Problem Solving (NAGC 3,4 & 7).

**Outcome Links**

**Foundations of Gifted Education [Program]**

Graduate will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2) ; how learning environments, social interaction, and language /communication can contribute to gifted students intellectual, social and emotional well-being(NAGC 5 &6)

**9.1 Data**

Term	Students with 90%		Benchmark met?
	#	%	
Fall 2015	6/6	100%	Yes
Fall 2016	9/9	100%	Yes
Fall 2017	8/8	100%	Yes
Fall 2018	4/4	100%	Yes

Fall 2019	—	—	—
Fall 2020	—	—	—
Fall 2021	3/3	100%	Yes

### 9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was met for this assessment. 100% of the candidates received a 90% or above on the EDUC 689 Creativity Portfolio. For 2018-2019, the rubrics will be included in the assessment plan and candidate and course performance data will be analyzed to determine areas of strength and improvement. The results of the data will be used to improve instruction and make improvements to the assessment.

2018-2019:

The benchmark was met for this assessment. 100% of the candidates received a 90% or above on the EDUC 689 Creativity Portfolio.

The goal for 2019-2020 will be to create a template/Excel spreadsheet for the EDUC 689 Creativity Portfolio results to be entered into for a more in depth analysis.

The recommendation from the previous year was not fully implemented. A rubric was used to grade candidate performance; however, analysis by elements were not completed. Therefore, to reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or the standard to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data was reported. Assessment data is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.

Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency in reporting across programs, completer data will be submitted with rubric elements and scores identified for the assessment plan.

2021-2022:

For the three completers in the 2021-2022 academic year, all completed the assignment at 100%. During the 2021-2022 academic year, revisions to rubrics and assignments are being made for improvement in alignment, assessment, and follow-up to be implemented in 2022-2023. This will allow for a closer analysis of candidate strengths and areas for improvement.

## 10 Assessment and Benchmark EDUC 688 Final Project

Assessment: Will identify individual learning differences, specific instructional strategies and how long-term planning can benefit students intellectually and creatively (NAGC 3, 4 & 7). An ongoing curriculum project where teacher and student needs are identified (including a student pre-assessment determined), a curriculum model is chosen and researched, put into place (if possible) and evaluated. Each week the graduate student does one more component of the project and at the end does a formal write-up compiling all the pieces into a Curriculum Project

Paper. The student also shares this in a short video online with peers. A series of short practical applications based on readings and a variety of new strategies. These can be narrative essays or lesson plans, as the student chooses.

Benchmark: Candidates will score a minimum of 90% on the final project for EDUC 688: Methods for teaching the Academically Gifted (NAGC 3,4 & 7)

### Outcome Links

#### Instructional Strategies and Planning [Program]

The student will identify individual learning differences, specific instructional strategies, and how long-term planning can benefit students intellectually and creatively (NAGC 3, 4 & 7)

## 10.1 Data

Term	Students with 90%		Benchmark met?
	#	%	
Fall 2015	6/9	67%	No
Fall 2016	7/7	100%	Yes
Fall 2017	6/6	100%	Yes
Fall 2018	3/4	75%	No
Fall 2019	—	—	—
Fall 2020	—	—	—
Fall 2021	3/3	100%	Yes

### 10.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was met. 100% (6 out of 6) of the candidates scored a 90% or above on the EDUC 699: Final Project. For 2018-2019, rubric elements will be included in the assessment plan and analyzed to determine strengths and areas for improvement in student performance on the elements included in the assessment.

2018-2019:

The benchmark was not met. Three out of four students enrolled in the course scored 90% or better on the EDUC 688 Final Project.

The goal for 2019-2020 will be to create a template/Excel spreadsheet for the EDUC 688 Final Project Assignment results to be entered into for a more in depth analysis.

The recommendation from the previous year was not fully implemented. A rubric was used to grade candidate performance; however, analysis by elements were not completed. Therefore, to reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or the standard to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data was reported. Assessment data is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.



Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency in reporting across programs, completer data will be submitted with rubric elements and scores identified for the assessment plan.

2021-2022:

For the three completers in the 2021-2022 academic year, all completed the assignment with a score above 90%. During the 2021-2022 academic year, revisions to rubrics and assignments are being made for improvement in alignment, assessment, and follow-up to be implemented in 2022-2023. This will allow for a closer analysis of candidate strengths and areas for improvement.

## 11 Assessment and Benchmark EDUC 690 Practicum Field Experience Final Project

**Assessment:** Candidates will demonstrate professionalism by collaborating with all stakeholders and improving their instruction using deliberate practice during the practicum experience (NAGC 8, 9 & 10).

**Benchmark:** Candidates will score a minimum of 90% on the final project for EDUC 690 Practicum Field Experience final project (NAGC 8, 9 & 10).

### Outcome Links

#### Professionalism [Program]

Candidates will demonstrate professionalism by collaborating with all stakeholders and improving their instruction using deliberate practice during the practicum experience. (NAGC 8, 9 & 10)

### 11.1 Data

Term	Students with 90%		Mean score
	#	%	
Spring 2016	—	—	—
Spring 2017	2/3	66%	92%
Spring 2018	3/3	100%	100%
Spring 2019	—	—	—
Spring 2020	—	—	—
Spring 2021	—	—	—
Spring 2022	3/3	100%	100%

#### 11.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was met. Three out of three candidates scored a 90% or above on the EDUC 690 Practicum Field Experience Final Project. For 2018-2019, the scores on the elements of the rubric for the assessment will be analyzed for strengths and areas for improvement. As a result of the data analysis, changes in the assessment, instructions, or rubric will be made as needed.

2018-2019:

EDUC 690 was not offered during the 2018-2019 academic year.

Moving forward a rubric will be used to grade candidate performance and analyze performance by elements. To reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or by the standards to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data was reported. Assessment data is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.

Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency in reporting across programs, completer data will be submitted with rubric elements and scores identified for the assessment plan.

2021-2022:

For the three completers in the 2021-2022 academic year, all completed the assignment at 100%. During the 2021-2022 academic year, revisions to rubrics and assignments are being made for improvement in alignment, assessment, and follow-up to be implemented in 2022-2023. This will allow for a closer analysis of candidate strengths and areas for improvement.

End of report