|  |  |
| --- | --- |
| **Relationship to Standard/Component** | |
| CAEP Standard  Addressed in Plan | **A1.1 & A1.2** |
| Description of Evidence/Data  We Plan to Collect | The assessment is a teacher observation form designed specifically for teachers of students who are gifted and talented. Data should show that candidates have mastery of content. |
| **Timeline and Resources** | |
| Strategy for Collecting  the Data  (steps for how this will be accomplished) |  |
| Timetable of Data Collection,  by Semester or calendar year | **Spring 2021:** Program selects an assessment that best demonstrates the identified standard. Dr. Code will research and see if validity and reliability have been done on the instrument at Purdue University  **Fall 2021:** If the assessment has not been validated, College of Education Advisory Committee examines the assessment and rubric and conduct Lawshe validation process  **Spring 2022:** Program will implement the assessment as soon as EDG 627 is offered.  **Fall 2022:** Pilot data will be examined and 10% of submissions will be assessed by a second reader to determine interrater reliability.  **Sprint 2023**: Graduate assistants will process the data and publish on the COE dashboard for review by faculty and partners. |
| Personnel Responsible | Program faculty and CAEP Coordinator/Associate Dean |
| Resources Needed, Including Personnel,  Technology, and Access to  Data Compilation | Members of the Advisory Committee to exam the assessment and rubric for content validity.  Graduate Assistants for review of data. |
| **Data Quality** | |
| Provide a Copy of the Data Collection  Instrument if available; if not, steps above  Should include instrument development in the  Strategy/timeline above. | Observation form is attached. |
| How will the quality of the  Data collection/survey/rubric be  Assured to meet the “sufficient”  Level on the CAEP Assessment Rubric | The assignment and rubric will undergo Lawshe validation for content validity and two readers will score 10% of submissions and scores will be analyzed to determine interrater reliability. |
| What steps will be taken to attain a representative response (i.e., how will the data  Be selected, what actions will be taken, etc.) | All candidates in the Gifted and Talented program will take the assessment. |

**Gifted and Talented Services Teacher Observation Form**

Teacher: Date: Time: Location: Course: Grades (or Ages):

**Category/Criteria:** Ranking for each category is determined by observation of one or more of the criteria listed below it.

5—Outstanding 4—High 3—Average 2—Needs some improvement 1—Not satisfactory

N/O—Not observed

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 | N/O |
| 1. **Subject matter coverage**    1. Appropriateness of depth and breadth    2. Concept orientation    3. Teacher expertise |  |  |  |  |  |  |
| 1. **Clarity of teaching**    1. Verbal communication skills    2. Nonverbal communication skills    3. Clear and specific directions    4. All necessary points addressed    5. Sufficient illustrations and examples (e.g., use of analogies, similes, etc.)    6. Student comprehension as evidenced by responses and involvement |  |  |  |  |  |  |
| 1. **Motivational techniques**    1. Teacher energy and enthusiasm    2. Variety (warm-ups, brainteasers, etc.)    3. Student enthusiasm and persistence demonstrated |  |  |  |  |  |  |
| 1. **Pace of instruction**    1. Individual needs accommodated    2. Appropriate for the group    3. Avoidance of unnecessary repetition, drill, use of examples |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** | **N/O** |
| 1. **Opportunity for self-determination of activities by student**    1. Adequate choices offered    2. Student-directed activities    3. Individual interests accommodated |  |  |  |  |  |  |
| 1. **Student involvement in a variety of experiences**    1. Discussions, small-group activities, movies, field trips, learning centers, etc.    2. Purposeful use of movement    3. Creative thinking, problem solving, independent study processes    4. Learning style accommodation |  |  |  |  |  |  |
| 1. **Interaction between teacher and student, student and peers, appropriate to course objectives**    1. Activities that promote group feeling    2. Respect for individuals and their ideas    3. Appropriate use of humor    4. Sense of order promoting self-discipline |  |  |  |  |  |  |
| 1. **Opportunity for student follow-through of activities outside class (homework)**    1. Open-endedness, allowing for creativity and individual interests and pace    2. Builds upon or prepares for classroom activities    3. Variety of assignments    4. Encouragement of and assistance in further study for interested students    5. Handouts and instructions are clearly printed and thorough |  |  |  |  |  |  |

Activities were conducted in small groups large groups individually.

Adapted From: Purdue University Gifted Education Resource Institute Teacher Observation Form

Adapted From: Purdue University Gifted Education Resource Institute Teacher Observation Form

**Rating Scale:**

5—Outstanding 4—High 3—Average

2—Needs some improvement 1—Not satisfactory N/O—Not observed

1. **Emphasis on higher-level thinking skills**

a. Bloom’s Taxonomy evidenced in teacher questioning, activities, teaching aids

b.Critical thinking activities (e.g., logic, simulations, scientific process, etc.)

1. **Emphasis on creativity**

a. Creative thinking skills (fluency, flexibility, originality, elaboration)

b.Accepting atmosphere

c. Encouragement of risk taking

d.Open-ended questioning

e. Models creative behavior

1. **Lesson plans designed to meet program, course, and daily objectives**

a. Sense of planning with flexibility

b.Student centered

1. **Use of teaching and learning aids**

a. Inclusion of audio-visual materials, models, demonstrations, etc.

b.Clearly printed and grammatically correct

c. Appropriate/necessary

d.Variety of materials/aids used

**Teacher’s Strengths:**

**Suggestions for Improvement:**

**Additional Comments:**

Observer’s Signature: \_ Date:

Review by Teacher: Date: