

GIFTED EDUCATION, POST-BACCALAUREATE CERTIFICATE

The certificate in Gifted Education is designed primarily to lead to an added teaching endorsement in Gifted Education Core. It can be paired with our MEd program.

Graduate Admission Policies and Procedures

Admission

Regular status will be given to degree-seeking students who meet all of the following requirements:

- A baccalaureate degree from an institution accredited by the regional accreditation agency (or equivalent).
- A minimum 3.000 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 3.000.
- A letter of interest that outlines the candidate's reason(s) for applying to the program and how they expect to both benefit from and contribute to it.
- Two recommendations from individuals who can speak to potential success in graduate school.
- A teaching license.

International students whose native language is not English must also meet the English language proficiency standard set forth in the *Graduate Admissions* section of the CSU-Pueblo Catalog.

Continuation

To continue in the program, students must maintain a cumulative GPA of 3.000.

Program Completion

All students must fulfill the following requirements for program completion:

- A cumulative graduate GPA of 3.000 or better at end of program. A maximum of six semester hours of course work at the grade of C+ or C may be applied toward program. A maximum number of nine semester hours of transfer credit may be applied to the certificate.
- Regular student status.
- The program's minimum number of hours of approved course work (24 semester hours).
- Submission of any end-of-program paperwork for certificate programs. The deadline for submission is published in the *Semester Notes*, *University Calendar*, and *CSU-Pueblo Catalog*.

Student Learning Outcomes

1. Educators of gifted learners demonstrate an understanding of the array of unique needs and development of those learners by creating inclusive learning environments with effective curriculum and instruction, including culturally and linguistically diverse considerations.

2. Educators of gifted learners follow best practices in the identification and assessment of those learners and make data-driven decisions about program improvement.
3. Educators of gifted learners demonstrate professionalism through ethical conduct, reflection, collaboration, and communication.

Outcomes Assessment Activities

- Abbreviated Assessment Plan
- The assessment plan for Colorado State University-Pueblo's added endorsement program 1) monitors individual student progress necessary to support success, 2) provides summative information on student proficiency on all performance-based standards, and 3) provides reliable and valid information on the program's successes and weaknesses to ensure continuous program improvement. The assessment design has four components:
 1. Benchmarks, student outcomes and tasks aligned with the Colorado Department of Education standards for content area(s) leading to endorsement (Gifted Ed Core), forming the basis for both monitoring of student success and program evaluation.
 2. A series of evaluation tools that are used by faculty within courses and at program completion to assess student performance in meeting all standards.
 3. A system for documenting and monitoring student progress using the student's electronic portfolio.
 4. A system to identify program strengths and weaknesses resulting in continual program improvement.
- Performance Standards, Program Alignment and Evaluation Criteria. A range of tasks aligned to program standards, curriculum and instructional activities throughout the program provide multiple sources of evidence to assess performance on each program standard. These tasks (shown in more detail within the matrix) include a range of different assignments, most of them authentic, including all of the following: Performance Standards, Program Alignment and Evaluation Criteria. A range of tasks aligned to program standards, curriculum and instructional activities throughout the program provide multiple sources of evidence to assess performance on each program standard. These tasks (shown in more detail within the matrix) include a range of different assignments, most of them authentic, including all of the following:
 - Theoretical Debate
 - Affective Experience Toolkit
 - Traits of Gifted Learners Assignment
 - Diverse Conceptualizations of Giftedness
 - Creativity Giftedness Promotion Plan
 - Gifted Lesson Unit Planning
 - Individualized Gifted Programming
 - Gifted Mentor Handbook
 - Exceptional Learning Spaces Assignment
 - Curriculum Differentiation for Gifted Techniques
 - Culturally Responsive Curriculum Development
 - Stakeholder Communication Tool
 - Identifying Diverse Gifted Individuals Assignment
 - Equity Advocacy Project
- Students begin developing their electronic portfolio with their first course. The portfolio is a web-based platform that is linked with our data management system for faculty to review materials and communicate their feedback to the student. Documents that

demonstrate their performance on specific standards are added throughout the program.

- **Program Completion.** During the final course (ED 681), students submit the portfolio for review by a group of two to three faculty.
- **Program Completer Self-Evaluation.** At the end of their final course, students will complete their own self-evaluation of their performance across program standards and an evaluation of the quality of the program.
- **Follow-up Assessments.** One year after completing the program, the School of Education will conduct a survey, requesting feedback from each completer about his/her gifted education experiences and about the quality of preparation at CSU-Pueblo. Survey forms will be aligned with the program standards. A similar survey will be sent to each completer's supervisor (e.g. principal), requesting information about his/her performance. Completers will also be encouraged to connect with the Colorado Department of Education's Office of Gifted Education to keep up on current issues in gifted education.
- **Table 1. Alignment of SLOs with Course Work**
- **School of Education Performance Standard (SLO) Aligned Course Work**
- **1. Educators of gifted learners demonstrate an understanding of the array of unique needs and development of those learners by creating inclusive learning environments with effective curriculum and instruction, including culturally and linguistically diverse considerations.**
- ED 610, ED 611, ED 613, ED 614, ED 615, ED 616, ED 681
- **2. Educators of gifted learners follow best practices in the identification and assessment of those learners and make data-driven decisions about program improvement.**
- ED 610, ED 612, ED 616, ED 681
- **3. Educators of gifted learners demonstrate professionalism through ethical conduct, reflection, collaboration, and communication.**
- ED 610, ED 611, ED 612, ED 613, ED 614, ED 615, ED 616, ED 681

Any course substitutions or transfer credit must be approved by the Director of the School of Education.

Specific Program Requirements

Gifted Education (24 credit hours)

The purpose of this post-baccalaureate certificate is to be eligible for the Gifted Education Core (ages 4-21) added endorsement from the Colorado Department of Education. The 24 credit hours shown below include all courses required for this added endorsement. This certificate can be paired with a M.Ed. in Gifted Education for those who are interested.

Course	Title	Credits
All courses below are required for the Gifted Education Core (ages 4-21) added endorsement.		
ED 610	Gifted Learner Development	3
ED 611	Learning Environments for Gifted Learners	3
ED 612	Instructional Strategies for Gifted Learners	3
ED 613	Curriculum for Gifted Learners	3
ED 614	Assessment & Evaluation in Gifted Education	3
ED 615	Foundations & Ethics in Gifted Education	3
ED 616	Collaboration & Communication in Gifted Education	3
ED 681	Practicum in Gifted Education	3
Total Credits		24